

***Driving
Excellence***



Equity and



Improvement Action Plans

Session 2025-26

School:	Condorrat Primary School
Cluster:	Greenfaulds
Head Teacher:	Julie-Ann Price

Improvement Plan Summary

Improvement Plan Summary	
School Priority 1:	1. To continue to improve attainment in writing in all stages in both the Gaelic & English Stream of the school, reducing the poverty related attainment gap by at least 5% in the English Stream, and by at least 20% in the Gaelic Stream by June 2026. 2. To improve attainment in Listening and Talking in the Gaelic Stream of the school by at least 5% by June 2026 in order to positively impact on attainment in reading and writing.
School Priority 2:	To continue to improve attainment in numeracy in both streams of the school by June 2025, and to reduce the poverty related attainment gap by at least 5%
School Priority 3:	To ensure that are learners are developing the four capacities of ACFE, and demonstrating our school values through: - providing more opportunities for all our learners to lead their own learning through the development of problem-solving approaches that encompass the thinking skills and decision-making element of our school-based skills programme. - developing our learner's capacity to explain and reflect upon their own learning and achievements, encompassing the 'me as a learner' element of our school-based skills programme. - planning 'community days' once a month that provide opportunities for our learners to demonstrate that our learners are responsible citizens and effective contributors within their school and local community.
Nursery Class Priority:	- Embed new self-evaluation practices in line with updated guidance and procedures. - Further develop family engagement and involvement in Nursery.

Education and Families Priorities

1	2	3	4	5
Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy. Improvement Actions • Raising Attainment Strategy ◦ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks. • Self- Evaluation Leading to Improvement ◦ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies. • Review of Additional Support Needs ◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training	Equity - Closing the attainment gap between the most and least disadvantaged children and young people. Improvement Actions • SAC/ PEF Plan ◦ There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap. • Anti- Poverty Programmes ◦ There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty. • North Lanarkshire Innovation and Improvement Hub ◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.	Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing. Improvement Actions • GIRFEC ◦ There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways. • 1140 ELC Expansion ◦ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage. • Mental Health and Wellbeing ◦ Our practice in this area will be aligned with wider partnership approaches, translated into a Mental Health and Wellbeing Strategy for young people and those who work with them	Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people. Improvement Actions • Curricular Progression ◦ A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters. • DYW Strategy ◦ The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme. • Digital Classroom ◦ Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.	Vulnerable Groups- Improved outcomes for vulnerable groups. Improvement Actions • Support for Families/ Young People at Risk ◦ There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support. • Care Experienced Young People ◦ There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity. • Support for Adults ◦ There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

Our School Vision and Values

Bruadair, Creid, Coilean/Dream, Believe, Achieve.

Our Values

This is what is important to us as a school community.

Respect/Urram	Teamwork/Ag Obair Còmhla	Growth Mindset (Resilience)/ Eanchainn Fosgailte
Àrach/Nurture	Coimhearsnachd Toilichte/ A Happy Community	A' Faireachadh Sàbhailte/Feeling Safe

What do we want for the learners at Condorrat Primary?

Our learners are at the centre of all that we do. We want to enable them to become successful learners, confident individuals, responsible citizens and effective contributors, who will attain and achieve to the best of their abilities across all contexts for learning.

How will we achieve this?

Through:

1. Providing high quality teaching and learning experiences in Gaelic and English to motivate, engage and challenge our learners.
2. Promoting the Gaelic language and culture throughout the school, our community and beyond.
3. Having regular discussions about learning with our learners sharing purpose, high expectations of intended learning, the criteria for successful learning, next steps in learning, and links between learning in different contexts.
4. Developing a growth mindset mentality in our school community in order that learners, parents and staff strive to achieve their goals and can overcome challenges that they may face.
5. Knowing our learners as individuals in order to break down any barriers that they may have to learning, and developing their physical, mental and emotional well-being.
6. Promoting a culture of mutual respect between learners, staff and parents to ensure teamwork is strong.
7. Developing creativity, digital learning, higher order and active thinking skills and problem solving skills in our learners to equip them to succeed in life-long learning and work, and to help them make informed choices and decisions.
8. Providing a safe, happy environment where all learners are encouraged and ready to learn.

There will be a strong emphasis on the development of Literacy, Numeracy and Health and Well-Being.

Audit and Consultation

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

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

Over the course of a session parents were consulted and informed in a variety of ways about the work of the school for example: parental consultations, newsletters, Twitter, surveys and written reports.

The views of learners were gathered throughout the session in several ways including; surveys, focus groups, Thinking Circles and class visits.

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

	Priority 1	Priority 2	Priority 3
Year 1: Session 2025-2026	Literacy – Talk for Writing (Y2) Listening & Talking (Gaelic) (Y1)	Numeracy (Y2)	The Four Capacities: Pupils Leading Learning (Y1) Community (Y2)
Year 2: Session 2026-2027	Literacy Talk for Writing (Y3) Reading – New Novel Studies	Mathematics (Y1)	The Four Capacities: Pupils Leading Learning (Y2) Social Enterprise (Y1)
Year 3: Session 2027 - 2028			

This will depend on data analysis and self-evaluation and is subject to change.

2025-26 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?		1.To continue to improve attainment in writing in all stages in both the Gaelic & English Stream of the school, reducing the poverty related attainment gap by at least 5% in the English Stream, and by at least 20% in the Gaelic Stream by June 2026. 2. To improve attainment in Listening and Talking in the Gaelic Stream of the school by at least 5% by June 2026 in order to positively impact on attainment in reading and writing.
Person(s) Responsible Who will be leading the improvement?	Talk For Writing – Julie-Ann Price HT Gaelic Talking & Listening – Eilidh MacDonald & Rachael Deans (PT)	

(Please insert the relevant information below using the codes above)				
NIF Priority: 3 & 5		NIF Driver: 4 & 5		
NLC Priority: 1 & 2		QI: 2.2, 2.3 & 3.2		
PEF Intervention: 5		Developing in Faith/UNCRC:		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? In both streams of the school attainment in writing continues to be a concern. In the English Stream of the school 59/81 pupils 73% of pupils were on track with their learning in session 24/25. Only two classes were sitting at above 80%, and a further two sit at only 50%. The introduction of talk for writing has seen an increase in engagement from 53% to 64% in the top two bands of the scale, and a reduction of 19% in the poverty related attainment gap but a further year is needed to build on this progress, embed pedagogy and raise attainment. In the Gaelic Stream of the school 79/130 pupils 61% of pupils are on track with their learning in session 24/25. Almost all classes sit at below 80% and two sit at below 50%. The introduction of talk for writing has seen an increase in engagement from 43% to 71% in the top two bands of the scale, and a reduction of 3% in the poverty related attainment gap but a further year is needed to build on this progress, embed pedagogy and raise attainment. Through data analysis and self-evaluation activities Gaelic staff have highlighted the need to have a more coherent approach to Gaelic listening and talking in order to improve Gaelic language acquisition. This in turn should have a positive impact on attainment in Gaelic writing.				
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. Resources- approx. £1000 - school budget.				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
1a. All learners will benefit from a breadth of experiences in fiction and non-fiction writing, through consistent teaching approaches.	- All staff will work with a partner to create a Talk for writing yearly plan to ensure a breadth of fiction, non-fiction, poetry & free writing opportunities for learners. - Staff will evaluate current planning formats for writing and adapt to better meet their requirements in	<u>Qualitative</u> People's Views - Pupil Views – Thinking Circles - Staff evaluation activities - Minutes of meetings Direct Observation. - Class visits		

	planning talk for writing blocks, agreeing a whole school format. - Staff will meet with a partner/stage partners every four weeks to plan talk for writing blocks ensuring breadth, pace and challenge for learners. - In the Gaelic stream staff will also ensure that they have the correct balance of Gaelic/English work as appropriate to their stage. - All staff will work with level partners to create a 3-year cyclical plan to ensure that across a level children will experience a breadth of model texts, genres and free writing. In the Gaelic Stream staff will ensure a balance of both Gaelic and English as appropriate to the age and stage of their learners. - Staff will undertake CLPL around poetry and non-fiction writing.	- Jotter/evidence moderation (Peer & SLT) - Teacher Planning - Cyclical plans Quantitative <u>Gaelic Stream</u> Increase achievement of a level in writing as follows: P7 – 6 learners (%) P4 – 5 learners (%) P7 – 1 learner to attain first P2 - 3 learners to attain early To increase the number of learners on track to achieve as follows: P6G – 4 learners (%) P5G – 6 learners (%) P3G – 5 Learners (%) Reduce the poverty related attainment gap by at least 4 learners (20%). To increase the number of learners scoring in the top two bands of the engagement scale by at least 6% from 71% to 77% (5 learners). <u>English Stream</u> Increase achievement of a level in writing as follows: P7 – 2 learners to attain first P4 – 1 learner (%) To increase the number of learners on track to achieve as follows: P6 – 1 learner (%) P3 – 3 learners (%) Reduce the poverty related attainment gap by at least 1 learner (5%) To increase the number of learners scoring in the top two bands of the engagement scale by at least 4% from 64% to 68% (5 learners).		
1b. Assessment. All learners will benefit from a more consistent approach to peer and self-assessment in writing ensuring that they have a better understanding of their strengths and next steps. Staff will also develop a more consistent approach to assessment of writing, ensuring planned opportunities for application of learning, increasing confidence and	- Staff will work together to review and evaluate current approaches to self and peer assessment. A consistent approach will be agreed and implemented across both streams. - Staff will discuss and plan and implement opportunities for application of learning in writing in line with the 3-year plan that is being created, and our RME, Health, STEM & IDL programmes.	Qualitative People's Views - Pupil Views - Staff evaluation activities - Minutes of meetings Direct Observation. - Class visits - Jotter/evidence moderation (Peer & SLT) - Teacher Planning - Cyclical plans that include planned application opportunities		

validity of teacher professional judgement.				
2a. All learners will benefit from a coherent and progressive Gaelic listening and talking programme to improve language acquisition across all stages of the Gaelic Stream.	- All Gaelic staff will work together to review the current talking and listening programme and create a new coherent and progressive framework. - Every four weeks Gaelic staff will meet to review progress and ensure breadth, pace and challenge in learning. - Staff will amend the Gaelic literacy policy to ensure that there is clear guidance on the expected balance between the teaching of oral language and talk for writing.	<u>Qualitative</u> People's Views - Pupil Views – Thinking Circle (Gaelic Assembly) - Pupil Focus Group - Staff evaluation activities - Minutes of meetings Direct Observation. - Use of correct structure of language in dinner hall/playground/general conversations - Jotter/evidence moderation – improved structure of language evident in talk for writing jotters (Peer & SLT) - Teacher Planning - New policy created <u>Quantitative</u> Baseline assessment of language acquisition in September, tracked in December and May/June. Increase the number of learners in the Gaelic Stream on track with listening and talking by at least 10 learners (8%) from 75% to 83%		
2b. All learners will benefit from a consistent approach to planning and assessment in Gaelic listening and talking which takes account of opportunities for direct teaching and application of learning.	- All Gaelic staff will create a progressive planning format for Gaelic listening and talking that links to experiences and outcomes and benchmarks. - All Gaelic staff will work together to develop high quality assessments in Gaelic listening and talking that are linked to experiences and outcomes and benchmarks. - Gaelic staff will moderate planning and evidence across stages to ensure shared expectations and standards on achievement of a level in listening and talking.	<u>Qualitative</u> People's Views - Staff evaluation activities - Minutes of meetings Direct Observation. - Teacher forward planning (inc. timetables) demonstrate clear opportunities for direct teaching and application of learning - Moderation records - Planning formats and assessments created and utilised by all Gaelic staff. <u>Quantitative</u> Baseline assessment of language acquisition in September, tracked in December and May/June. Increase the number of learners in the Gaelic Stream on track with listening and talking by at least 10 learners (8%) from 75% to 83%		
Final evaluation (for submission):				

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Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		To continue to improve attainment in numeracy in both streams of the school by June 2025, and to reduce the poverty related attainment gap by at least 5%.
Person(s) Responsible Who will be leading the improvement?		Eilidh MacDonald (PT) & Julie-Ann Price (HT)

(Please insert the relevant information below using the codes above)				
NIF Priority: 3 & 5		NIF Driver: 4 & 5		
NLC Priority: 1 & 2		QI: 2.3 & 3.2		
PEF Intervention: 5 & 11		Developing in Faith/UNCRC:		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? In the English Stream of the school there are stages where levels of attainment are a concern. In three stages attainment is 70% or lower, however the poverty related attainment gap has reduced by 10% (7 learners) Overtime there can be significant dips at certain stages. ACEL focus groups also highlighted some discrepancies in TPJ. In the Gaelic Stream of the school there are also three stages where levels of attainment are below 70%, and the poverty related attainment gap has increased by 18% (4 learners). Overtime there are some significant dips from stage to stage. These discrepancies in attainment overtime in both streams imply there is a possible lack of consistency or confidence in TPJ. Staff have identified the need to review and improve pedagogy in numeracy as a priority for the session.				
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. CLPL Training from pedagogy team £1500. Numeracy resources. MaLT assessments. Approx £1500 - all PEF funded				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All learners will benefit from increased consistency of approaches to the teaching of numeracy.	All staff will participate in CLPL delivered by the NLC Pedagogy team to improve pedagogy in numeracy. Sessions to be undertaken will include: - Key messages & Structure of a numeracy lesson - Number Talks/Mental Agility	Qualitative People's Views - Pre and post staff surveys - Pre and post pupil surveys - Pupil Views – Thinking Circles		

	- Concrete, Pictorial, Abstract - Sharing of Evidence - SEAL (2 sessions)	- Staff evaluation activities - Minutes of meetings Direct Observation. - Class visits - Jotter/evidence moderation (Peer & SLT) - Forward Plans <u>Quantitative</u> - MaLT Assessments carried out in August and May. <u>Gaelic Stream</u> Increase achievement of a level in numeracy as follows: P7 – 1 learner (4%) P4 – 3 learners (12%) P7 - 4 learners to attain first P5 - 4 learners to attain First level To increase the number of learners on track to achieve as follows: P3G – 4 learners (27%) P2G – 3 learners (18%) Reduce the poverty related attainment gap by at least 3 learners (9%). To increase the number of learners scoring in the top two bands of the engagement scale by at least 7% from 76% to 83% (5 learners). <u>English Stream</u> Increase achievement of a level in numeracy as follows: P7 – 1 learner (7%) To increase the number of learners on track to achieve as follows: P6 – 3 learners (25%) P3 – 2 learners (20%) Reduce the poverty related attainment gap by at least 1 learner (5%) To increase the number of learners scoring in the top two bands of the engagement scale by at least 8% from 75% to 83% (9 learners).		
All learners will benefit from improved quality of feedback in numeracy, that impacts on future learning.	- All staff will participate in a CLPL session regarding quality feedback in numeracy. - All staff will take part in moderation and professional dialogue activities to review and improve the use of feedback in numeracy.	<u>Qualitative</u> People's Views. - Minutes of meetings - Staff evaluation activities - Pupil views - Staff views Direct Observation. - Jotter/evidence moderation (Peer & SLT)		

All staff will participate in ACEL focus group activities, leading to more consistent and confident teacher professional judgement around achievement of, and progress within, a level.	All staff will work in pairs to moderate ACEL focus groups in numeracy to ensure consistent TPJ of progress within a level, and achievement of a level across the school.	Qualitative Direct Observation - Moderation activity records People's Views. - Staff feedback and evaluation activities		
Final evaluation (for submission):				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To ensure that are learners are developing the four capacities of ACFE, and demonstrating our school values through: - providing more opportunities for all our learners to lead their own learning through the development of problem-solving approaches that encompass the thinking skills and decision-making element of our school-based skills programme. - developing our learner's capacity to explain and reflect upon their own learning and achievements, encompassing the 'me as a learner' element of our school-based skills programme. - planning 'community days' once a month that provide opportunities for our learners to demonstrate that they are responsible citizens and effective contributors within their school and local community.
Person(s) Responsible Who will be leading the improvement?	Julie-Ann Price (HT), All Staff Heather Marshall (PT) - Community Days

(Please insert the relevant information below using the codes above)				
NIF Priority: 1 & 4		NIF Driver: 1, 4 & 5		
NLC Priority: 4		QI:1.2, 3.2, & 3.3		
PEF Intervention: 8 & 9		Developing in Faith/UNCRC: 12, 28, 29 & 31		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? After a tracking system was introduced to record learner progress with our school-based skills programme staff analysis of data highlighted that 'Thinking Skills Problem Solving & Decision Making' and 'Me as a Learner' consistently had learners scoring in lower bands. Whilst staff evaluations of 1.2 indicate there are opportunities for pupils to lead learning within the school there is less scope for them to consistently lead learning within class, and both skills should encourage these opportunities. Professional dialogue and SLT observations highlight that within 'Me as a Learner' there needs to be a more consistent approach to how our learners reflect on their own learning and progress. Staff evaluation around our school improvement groups highlighted that the Community group had not had the intended impact beyond sporting events. As one of our school values this is an important aspect of our school ethos and provides a wealth of opportunities for our learners to develop the four capacities and enhance their skills. This will remain on our improvement plan this year but as a whole school initiative under the leadership of a PT.				
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. Staff CLPL and related materials approx. £2000 - school budget.				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners across the school will have regular opportunities to take ownership of learning across different curricular areas, increasing challenge, engagement and the ability to explain their own thinking and decision making.	Staff CLPL on playful learning approaches involving investigative and open-ended tasks utilising: • Making Thinking Visible • Big Questions • I wonder... Introduce the TASC framework to support the use of a range of problem-solving experiences across the curriculum.	<u>Qualitative</u> People's Views • Pre and post staff surveys • Pupil Focus Groups • Pupil Views – Thinking Circles • Staff evaluation activities • Minutes of meetings Direct Observation. • Class visits • Forward Plans <u>Quantitative</u> • Increase in number of pupils scoring in the top two bands of the skills tracker for Thinking Skills, Problem-Solving & Decision Making from the baseline skills tracker in September		
Learners across the school will be able to talk about, reflect upon and record their progress in learning and achievement across curricular areas and our skills-based programme, developing confidence in setting and	Staff review and evaluation of approaches that are being utilised for pupils to record and reflect on their learning across the school. Gather learner views on what learning and achievements they would like to record and the format they would like to utilise to do so.	<u>Qualitative</u> People's Views • Pupil survey • Learner conversations • Staff evaluation activities • Minutes of meetings • Feedback from parents Direct Observation.		

evaluating their own targets and goals.	Utilise staff and pupil views to develop agreed procedures for pupil reflection in key aspects of learning such as HWB, Literacy, Numeracy, Mathematics, IDL & Skills, four capacities as well as personal achievement. Ensure that there are regular planned opportunities for learners to record, reflect upon and discuss their learning with their peers, staff and parents.	- Jotters/Records of reflection Quantitative - Increase in number of pupils scoring in the top two bands of the skills tracker for Me as a Learner from the baseline skills tracker in September		
Monthly community days will provide opportunities for learners to develop the four capacities and enhance their skills for learning and life.	Schedule monthly community days for the whole school to participate in. Consult with staff, pupils, parents and local organisations such as the care home and local nurseries regarding ways we could link with our community. Incorporate events such as Comic Relief and Children in Need into these days to support the wider community.	Qualitative People's Views - Staff & Pupil views on events/activities - Pupil Views – Thinking Circles - Staff evaluation activities - Community feedback - Parental feedback Direct Observation. - Pupil records of activities - Displays - Schedule of events		
Final evaluation (for submission):				

Nursery Priority: Long Term Outcome

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

- Embed new self-evaluation practices in line with updated guidance and procedures from Care Inspectorate and Education Scotland.
- Deliver and develop family engagement and involvement across both cohorts of ELC.

Person(s) Responsible

Who will be leading the improvement?

Susan McKay (PL) Melissa Kerr (LP)

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

NIF Priority:

NIF Driver:

NLC Priority:

QI: 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.5 Family Learning

PEF Intervention:

Developing in Faith/UNCRC:

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

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?

- Care Inspectorate and Education Scotland plan to use the new framework for inspections from September 2025 and will reduce the number of Quality Indicators from 28 to 11. Current processes reflect previous guidance and require updating.

2. 50% of staff are Peep trained facilitators and 10% Bookbug trained across both cohorts. Both GME & EME are fully staffed at present which allows family learning programmes to be planned and delivered for next session without impacting ratios during provision delivery. Family learning can be taken into the community, using the local library/community halls etc.

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.**

1. Training will be delivered during inset days before new term starts.
2. Peep Progression Pathways Training for 2 members of staff at £160.00 per candidate.
Peeple Family Learning yearly fee of £50 to become a delivery centre for NLC.
3. Cost of community hall let – prices dependant on numbers participating and for how long the let is required.

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
1. Respond to stakeholders' views and improve practice/provision delivery where required	• PL & LP will create self-evaluation strategies which are clear, concise and time manageable • Staff team will evaluate and revisit focus QI's to review impact or further improvements required	• Staff observations • Service user surveys • Self-evaluative practices in accordance with new guidance • Monthly QI discussions with team • Minutes of meetings		
2a. Family learning groups available across both cohorts 2b. Parents accredited for their participation, engagement and portfolio work.	• Staff will consult and gauge interest from all families through surveys, information leaflets. • Deliver Peep Family groups • Deliver Bookbug sessions • PL will work towards Condorrat Nursery becoming a Peeple Delivery Centre, able to support parents through completion of accredited course.	• Service user surveys • Learning session evaluations • Monitor and assess service user's engagement portfolios. • Records of attendance		

Final evaluation (for submission):

PEF Allocation: £44,100

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES

EQUITY PLAN 2025-26

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



RATIONALE FOR EQUITY (PEF) PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
	£25,774	Staff Match Funding 0.25 & 0.1	Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. <u>Targeted Support at Universal Level</u> Reduce PT class commitments to allow them to implement interventions such as: - Gaelic literacy & numeracy support - LIAM - Read Write Inc - Wave 3 - Drawing & Talking (GME & EME) <u>Universal</u> Free 0.8 teacher to provide quality learning experiences in PE across the school, and opportunities for personal achievement through	Please indicate what evidence you are going to collect to show impact and progression. Qualitative People's Views - Pupil Views to evaluate progress– Talking Mats - Staff evaluation activities - Feedback from class teachers regarding impact of intervention Direct Observation. - Jotters/work - Forward Plans Quantitative ACEL Data Relevant standardised assessments such as YARC

			after school and lunchtime clubs, and participation in sporting events.	Tracking data from specific interventions Tracking of pupil participation in sporting events and clubs
	£13,000	<u>Health & Wellbeing</u> <u>Additional</u> Counselling/Play Therapy to support the health and wellbeing of specific pupils. Training for staff in therapeutic approaches and purchasing of resources to support implementation. <u>Intensive</u> Barnardo's worker to provide intensive whole family support for reasons such as mental health and wellbeing, attendance and parenting.	<u>Additional & Intensive</u> - Improved HWB of pupils - Improved Attendance for targeted pupils - Partnership working to improve GIRFME planning for pupils.	<u>Quantitative</u> - Individual Pupil HWB Wheels – improvement in scores. - Barnardo's - Outcome Star - Improved attendance for targeted pupils <u>Qualitative</u> <u>People's Views</u> - Pupil Views to evaluate progress– Talking Mats - Feedback from agencies - Feedback from staff and parents
Priority 2	£3000	<u>Numeracy & Maths</u> <u>Universal</u> All learners will benefit from increased consistency of approaches to the teaching of numeracy	CLPL for all teaching staff from NLC Pedagogy Team and purchase of any necessary resources to implement improved pedagogy. Purchase of MaLT Assessments. <u>Gaelic Stream</u> Increase achievement of a level in numeracy as follows: P7 – 1 learner (4%) P4 – 3 learners (12%) P7 - 4 learners to attain first P5 - 4 learners to attain First level To increase the number of learners on track to achieve as follows: P3G – 4 learners (27%) P2G – 3 learners (18%) Reduce the poverty related attainment gap by at least 3 learners (9%). To increase the number of learners scoring in the top two bands of the engagement scale by at least 7% from 76% to 83% (5 learners). <u>English Stream</u> Increase achievement of a level in numeracy as follows: P7 – 1 learner (7%) To increase the number of learners on track to achieve as follows: P6 – 3 learners (25%) P3 – 2 learners (20%) Reduce the poverty related attainment gap by at least 1 learner (5%) To increase the number of learners scoring in the top two bands of the engagement scale by at least 8% from 75% to 83% (9 learners).	<u>Qualitative</u> <u>People's Views</u> - Pre and post staff surveys - Pre and post pupil surveys - Pupil Views – Thinking Circles - Staff evaluation activities - Minutes of meetings <u>Direct Observation.</u> - Class visits - Jotter/evidence moderation (Peer & SLT) - Forward Plans <u>Quantitative</u> ACEL Data MaLT Data Engagement Data
	£2000	<u>Experiences</u> <u>Universal</u>	<u>Universal</u>	<u>Qualitative</u> <u>People's Views</u>

		Visiting theatre groups and participation in events – cost of buses, visiting Drama groups in GME & EME <u>Additional</u> Part funding P7 Outdoor Experience week for specific pupils	Provision of experience to enhance achievement such as visiting theatre groups and educational visits. <u>Additional</u> Funding for P7 pupils to attend their weeklong outdoor experience to ensure that no one missed out.	• Pupil. Staff and parental feedback
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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 Article 15 - freedom of association Article 16 - right to privacy	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 PEF INTERVENTIONS 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 EDUCATION AND FAMILIES' PRIORITIES 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	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 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 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

Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	<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	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.		