



Driving Equity and Excellence

Improvement Action Plans

Session 2026-27

Establishment:	Kilsyth Academy
Empowered Cluster:	Kilsyth Academy and St Maurice's
Head of Establishment:	Robbie Dempsey

Improvement Plan Summary	
Priority 1:	To improve the quality of learning and teaching for all young people.
Priority 2:	To improve health and wellbeing by creating conditions for all young people to thrive.
Priority 3:	To improve attainment and achievement for all young people.
Nursery Priority:	

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 (Including PEF RAG status) (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**

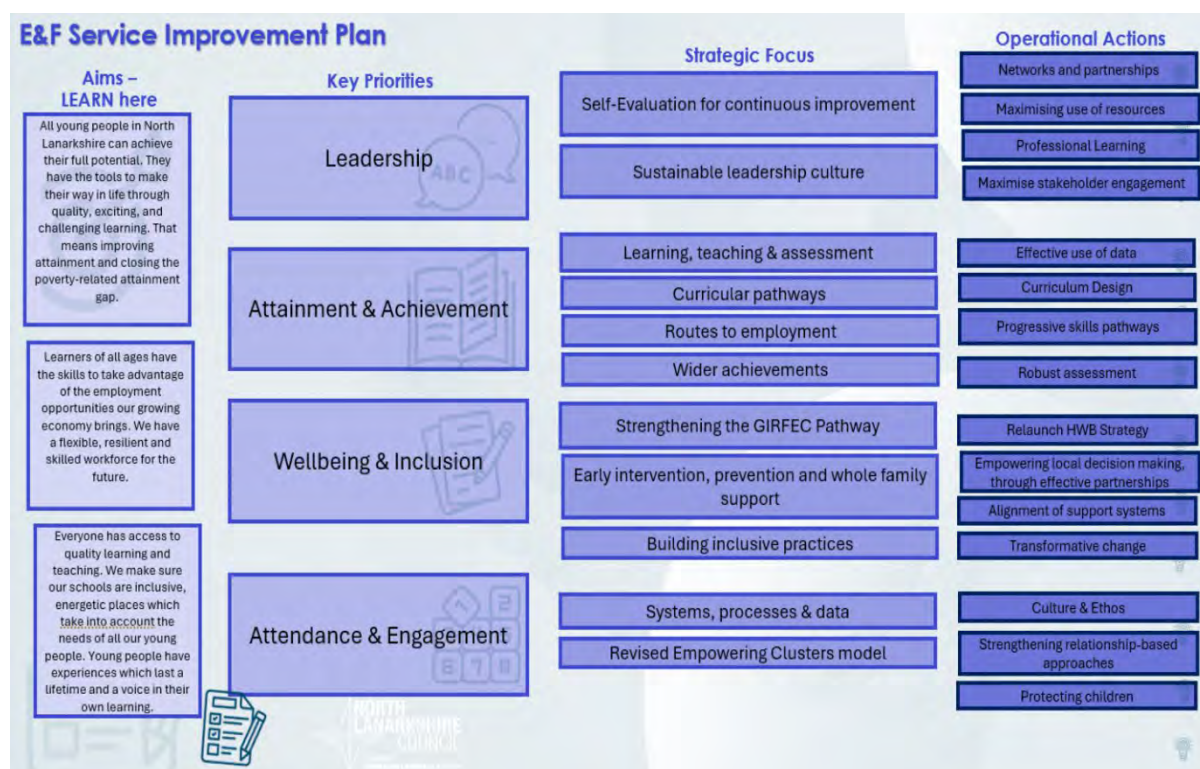
Establishment Vision and Values

Values: Fairness, Ambition and Respect.

Our school community is currently voting on a new vision statement.

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 plan for consultation with a range of partners throughout the year. Annual surveys are completed by pupils, staff and parents. There are monthly pupil voice focus groups with areas of focus. There is consultation with our Parent Council at Parent Council Meetings. In addition to this ongoing consultation, there will be further engagement when specific changes are being undertaken.

For this year's priorities we drew on the extensive self-evaluation that was part of our HMIE process. This included: 340 pupils surveys; 94 parental surveys; 44 school teacher surveys.

This evidence, alongside the AIR and inspection findings, directly informed the continued focus on consistency of learning and teaching, attendance and wellbeing, and improving attainment and achievement



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	Improve consistency in high-quality learning, teaching and assessment. Begin preparation for the Curriculum Improvement Cycle through staff engagement, review of BGE provision and planning for curriculum reform.	Improve attendance and reduce persistent absence, while strengthening early identification of wellbeing needs. Promote inclusion, cultural diversity, belonging and the refreshed school Vision and Values.	Improve the quality of S4 attainment and S5 Level 6 outcomes through stronger tracking and intervention. Increase accreditation and leadership within Wider Achievement, particularly for younger pupils.
Year 2: Session 2027 - 2028	Further embed effective pedagogy and assessment. Develop and finalise revised BGE provision in preparation for implementation of the evolved curriculum.	Embed and refine approaches shown to improve attendance, wellbeing and engagement. Further strengthen inclusive practice, pupil voice and belonging.	Build on attainment improvements using ambitious cohort-informed targets and increasingly effective intervention. Further develop progression pathways, accredited Wider Achievement and pupil leadership.
Year 3: Session 2028 - 2029	Young people will experience high quality learning and teaching in almost all lessons. Implement the evolved curriculum with the new S1 cohort from August 2028. Evaluate its impact on learning, progression and attainment and refine provision accordingly.	Sustain improvements in attendance, wellbeing and inclusion. Evaluate longer-term impact on pupils' engagement, belonging and outcomes.	Sustain strong attainment and reduce variation between cohorts and groups. Ensure all young people access appropriate pathways, Wider Achievement and meaningful leadership opportunities.

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?	To improve the quality of learning and teaching for all young people. 1.1 Improving pedagogy 1.2 Improving assessment and tracking in the BGE 1.3 Developing Meta-Skills awareness 1.4 Preparing for national curriculum reform
Person(s) Responsible Who will be leading the improvement?	C Key, P Russell, C Kay, D Pryde, R Dempsey

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

NIF Priority: 4,5	NIF Outcome(s): 3, 5
NLC Priority:2	QI: 2.3, 2.2, 1.2

Developing in Faith/UNCRC:

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

Self-evaluation, pupil voice and HMIE feedback identify increasing consistency and established strengths in learning and teaching, while highlighting further scope to improve differentiation, challenge, questioning, feedback and the use of assessment and tracking to inform teaching. Meta-Skills were observed in a minority of lessons during learning visits, indicating both improvements and scope for further progress. As the new curriculum will be adopted in August 2028, significant preparation needs to take place this session.

Resources:

Resources: Existing staffing and collegiate time for professional learning, collaborative enquiry, moderation and curriculum planning; leadership time for learning visits and tracking review; Small Schools Collaborative/associated-school partnership working; existing digital systems for professional learning, Meta-Skills and BGE tracking; Education Scotland/NLC resources and CLPL relating to pedagogy, assessment and the Curriculum Improvement Cycle.

<u>Expected Impact</u> <u>(Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress?</u> <u>Measures</u>	<u>Checkpoint 1</u> <u>December</u>	<u>Checkpoint 2</u> <u>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 Green Yellow Red	RAG Status Tick progress toward outcomes Green Yellow Red
1. Young people will experience greater consistency in high-quality learning and teaching across the school. There will be increased use of effective cooperative learning, differentiation, questioning and feedback, resulting in increased engagement, appropriate challenge and support for learners.	All teaching staff will undertake sustained professional learning in one identified area of practice: cooperative learning, differentiation, questioning or	Learning visits demonstrate increased consistency in the identified aspects of the Learning and Teaching Charter.	✓	✓

	feedback, informed by learning visits, pupil feedback and HMIE findings. • Staff will work collaboratively within and across departments to trial, evaluate and refine approaches, sharing effective practice throughout the session. • Staff with particular expertise will support professional learning and coaching in each priority area. • Develop an online professional-learning/resource bank linked to the four identified areas. • Use whole-school and departmental professional learning opportunities to share effective practice, culminating in a Professional Learning Festival in May 2027. • Continue to embed the Kilsyth Academy Learning and Teaching Charter as the shared framework for high-quality classroom practice.	• Comparison of learning-visit evidence across the session demonstrates increased effective use of cooperative learning, differentiation, questioning and feedback. • Pupil surveys/focus groups demonstrate increased positive perceptions of engagement, challenge, support and feedback. • Staff self-evaluation demonstrates increased confidence and use of their selected area of practice. • Departmental self-evaluation provides evidence of changes to classroom practice arising from professional learning. • Professional Learning Festival provides evidence of staff enquiry, evaluation and sharing of effective practice.						
2. Assessment and tracking information will be used more consistently and effectively to identify learners' progress, strengths and next steps. Teachers will use assessment evidence to adapt learning and teaching, provide appropriate support and challenge, and identify potential underachievement at an earlier stage. In the BGE, increased consistency in assessment and moderation will strengthen staff confidence in professional judgements about progress and achievement of a level.	• Review whole-school BGE and Senior Phase tracking processes to improve consistency, usefulness and clarity. • Develop clearer understanding around how teachers use assessment evidence to adapt teaching and identify next steps. • Continue departmental and cross-school moderation, building on the Small Schools Collaborative work. • Departments will engage with relevant Benchmarks/national standards and use moderation to strengthen consistency of professional judgement.	• BGE tracking data demonstrates greater consistency in judgements across departments. • Moderation evidence demonstrates increased staff confidence and consistency in applying national standards. • Learning visits demonstrate increased use of questioning, feedback and checks for understanding to adapt teaching. • Departmental reviews provide evidence that tracking information is being used to identify and respond to underachievement.						

	Professional learning in questioning and feedback will strengthen the use of formative assessment within everyday teaching.	Pupil voice demonstrates that more learners understand how well they are progressing and what they need to do to improve.						
3. Young people will have increased awareness of the Meta-Skills they are developing across the curriculum and will be increasingly able to identify, articulate and evidence these skills. Learners will understand how the skills developed through school, wider achievement and leadership contribute to their learning, future pathways and employability.	- Develop a consistent whole-school approach to the language and identification of Meta-Skills. - All faculty areas will provide opportunities for pupils to identify and evidence where Meta-Skills are being developed through learning. - Build on the existing BGE PSHE tracking system so that pupils can record/evidence Meta-Skills developed across different curricular areas. - Provide staff with guidance/examples showing how Meta-Skills can be made explicit without creating unnecessary additional workload or artificial activities. - Use PSHE opportunities for pupils to reflect on their developing skills and make connections across curricular learning, wider achievement and leadership. - Develop links between Meta-Skills, course choice, pathways and careers education. - Gather pupil feedback on their understanding of Meta-Skills and how effectively these are being made explicit across their learning.	- Pupil survey/focus-group evidence demonstrates increased awareness and understanding of Meta-Skills compared with the 2025–26 baseline. - Learning visits demonstrate an increase from the current baseline of a minority of lessons in which Meta-Skills are meaningfully referenced. - Pupil evidence/learner profiles demonstrate that young people can identify examples of Meta-Skills developed across more than one curricular area. - Departmental/faculty self-evaluation demonstrates increased integration of Meta-Skills within learning. - Pupil focus groups demonstrate an increased ability to explain how their skills relate to future learning, pathways and employment. - PSHE/learner-profile evidence demonstrates increased pupil reflection on skills development.						
4. By June 2027, staff will have developed an increased understanding of the Curriculum Improvement Cycle and the evolving national curriculum framework. Departments will have begun to review their BGE curriculum against emerging national guidance, identifying implications for	Provide whole-staff professional learning to develop understanding of the CIC, evolved technical	Short term: Staff feedback demonstrates increased understanding of the CIC and evolved curriculum						

curriculum content, knowledge and skills, progression and assessment in preparation for implementation from August 2028	framework and national implementation timeline. - Establish a small Curriculum Improvement Cycle working/steering group, with representation across curricular areas. - Support departments/faculties to engage with emerging national guidance and begin considering implications for their BGE curriculum. - Undertake a baseline review of the existing S1/BGE curriculum against the emerging framework, particularly curriculum content, knowledge and skills, progression, assessment and transition from P7. - Identify areas requiring significant curriculum development during 2027–28. - Engage with associated primaries and relevant NLC networks to support coherence in transition and progression. - Develop a staged school implementation plan leading to the introduction of the evolved S1 curriculum in August 2028.	framework; CIC steering group established; all curricular areas engage with relevant national materials. Medium term: All departments complete an initial review/audit of their BGE provision and identify implications and development priorities; cross-curricular and transition issues are identified; a school implementation plan for 2027–28 is agreed. Longer term: Kilsyth Academy is on track to implement the evolved curriculum for the new S1 cohort from August 2028.						
5.								
6.								
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?	To improve health and wellbeing by creating conditions for all young people to thrive. 2.1 Raise awareness and understanding of cultural diversity in response to changing demographics within our school community. 2.2 Improve attendance and reduce of persistent absence, particularly for identified pupils and groups 2.3 Strengthen tracking and monitoring of pupil wellbeing to promote early identification of individual needs and wider patterns. 2.4 Relaunch school vision and values.to promote a feeling of belonging and shared identity.
Person(s) Responsible Who will be leading the improvement?	G McKillop, S Clowes, Pupil Support Team,

(Please insert the relevant codes which can be found in Appendix 1)													
NIF Priority: 1, 2				NIF Outcome(s):2, 6									
NLC Priority: 3, 4				QI 3.1									
Developing in Faith/UNCRC: 2, 12, 24 and 30													
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? Our school demographic has chnaged in recent years													
Attendance has fallen from 90.3% to 89.5%, with persistent absence continuing to impact some pupils and groups more than others. Improving attendance remains a priority as regular attendance is essential for positive educational, social and wellbeing outcomes. Our school community is becoming increasingly diverse, creating opportunities to strengthen understanding and celebration of different cultures and backgrounds. Promoting cultural awareness will help ensure all pupils feel respected, represented and included. There is also a need to strengthen the tracking and monitoring of pupil wellbeing. Developing more robust systems will support the early identification of individual needs, enable timely interventions and help the school identify wider trends that may require action.													
Finally, as we review and relaunch our vision, values and aims, we aim to strengthen our shared sense of purpose, belonging and identity across the school community. This will ensure our values reflect the evolving needs and aspirations of our pupils, families and staff.													
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. Existing SLT, Pupil Support and Support for Learning staffing; PEF-funded staffing where appropriate for targeted attendance/engagement interventions; SEEMiS and wellbeing-tracking systems; partnership support from CLD, FESA, Educational Psychology, SDS, We Aspire, Virtual Schools and other agencies; Parent Council/pupil leadership involvement; Education Scotland/NLC equality, diversity and inclusion resources													
Expected Impact (Short Term Outcomes)			Interventions/Actions to Support Improvement: How?			How Will You Track Progress? Measures		Checkpoint 1 December		Checkpoint 2 March			
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. Young people will demonstrate increased understanding of cultural diversity and report that they feel respected, represented and included within the school community..			• Organise assemblies, awareness events, and celebrations of different			• Pupil surveys measuring awareness, understanding,		✓			✓		

	cultures and faiths throughout the year. This will be in collaboration with pupil council groups. • Provide staff with information on professional learning on equality, diversity, inclusion and anti-racist education. Resources from Education Scotland may be used. • Develop partnerships with local community groups and organisations to enrich learners' experiences. CLD, local faith groups. • Audit learning resources to ensure they reflect diverse cultures, identities, and perspectives.	and attitudes towards diversity. • Monitoring of curriculum plans and learning experiences. • Participation rates in cultural events and activities. • classroom observations. • Staff self-evaluation and feedback following professional learning activities.						
2. Improve attendance rates and reduce % of persistent absence: • Increase whole-school attendance from 89.5% to above 90% • Reduce persistent absence from 37.8% to below 33%	• Identify pupils at risk of persistent absence early and develop targeted intervention plans. • Continue to monitor pre-holiday attendance patterns • Continue to strengthen communication with parents/carers regarding attendance expectations and support available. • Introduce attendance recognition and reward initiatives.	• Monthly attendance reports. • Tracking of persistent absence figures against agreed targets. • Monitoring engagement with parents/carers and support services. • Termly analysis of attendance data by year group and identified vulnerable groups.						

	• Work collaboratively with external agencies where barriers to attendance are identified.						
3. Strengthen tracking and monitoring of pupil wellbeing to promote early identification of individual needs and wider patterns.	• Fully embed a consistent whole-school wellbeing tracking tool. • Conduct regular wellbeing check-ins with pupils, which are driven by data collected. • Hold regular pastoral meetings to review pupils requiring additional support. • Use PS departmental meetings on a regular basis to discuss whole school patterns and implement interventions as required.	• Analysis of wellbeing survey/check-in data. • Monitoring of referrals and support interventions. • Attendance, behaviour, and engagement indicators. • Records from pastoral and wellbeing meetings. • Feedback from pupils, parents/carers, and staff regarding support provided.					
4. Relaunch school vision and values to promote a feeling of belonging and shared identity.	• Review and relaunch the school's vision and values through consultation with pupils, staff, parents/carers, and partners. • Promote the vision and values consistently through assemblies, displays, newsletters, social media, and school events. • Integrate the vision and values into curriculum planning, and behaviour expectations,	• Stakeholder surveys assessing awareness and understanding of the vision and values. • Observations focusing on visible evidence of values in practice. • Pupil voice activities and focus groups. • Evaluation through self-evaluation and quality assurance processes throughout the year.					

	- Recognise and celebrate examples of pupils and staff demonstrating the school values. - Ensure all staff can articulate and model the school's vision and values in their practice.							
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

2026-27 Improvement Plan

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	To improve attainment and achievement for all young people by ensuring learners access appropriate, progressive pathways and achieve the highest-quality outcomes of which they are capable. 3.1 S4-6 Attainment 3.2 Tracking and interventions 3.3 Wider Achievement and Pupil Leadership
Person(s) Responsible Who will be leading the improvement?	R Dempsey, C Kay, C Findlay

(Please insert the relevant codes which can be found in Appendix 1)	
NIF Priority: 3, 4, 5	NIF Outcome(s): 3, 4, 5
NLC Priority: 2 – Attainment and Achievement	QI: 3.2; 2.3; 2.2; 1.1
Developing in Faith/UNCRC: Articles 2, 12, 28, 29	
Rationale (Why?) Attainment is strong overall. In 2025–26, key S4 measures were above the five-year Virtual Comparator average and the expanded curriculum enabled more learners to achieve appropriate SCQF awards, including ungraded vocational/skills-based qualifications. S5 attainment improved significantly, including Higher A–C and SCQF Level 6. HMIE identified improving the quality of National Qualification passes and the use of tracking information as areas for further development. Subject-level analysis identifies variation in A–C/A–B and D/NA outcomes. The 2026–27 S5 cohort profile supports ambitious, cohort-informed targets: 81.3% are entered for 1+ Higher, 68.8% for 3+ and 38.8% for 5+; 71.3%, 43.8% and 25.0% respectively have Higher entries supported by N5 A/B passes. S6 cohort measures will be interpreted alongside staying-on and positive-destination data, as increasing numbers leave before S6 for other appropriate pathways. Wider Achievement opportunities have expanded, with increased participation	

and accreditation in areas including leadership, First Aid and Duke of Edinburgh. The introduction of improved tracking provides an opportunity to increase participation further, particularly in S1–S3, and to ensure that pupils' wider achievements are recognised and accredited where appropriate. Pupil leadership is well established in the Senior Phase; the next stage is to extend meaningful leadership opportunities across the school and increase pupil involvement in school improvement.

Resources: Existing staffing and leadership time for attainment analysis, tracking and intervention; departmental/faculty time for SQA analysis and moderation; existing curricular and partnership provision supporting wider SCQF pathways; targeted PEF-funded support for identified learners where appropriate (specific costs to be aligned with the PEF plan).

<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. Learners access appropriately challenging academic, vocational and skills-based pathways leading to increased attainment across a range of measures. S5 attainment: achieve Higher A–C targets of 1+ ≥65%, 3+ ≥42%, 5+ ≥25%; and SCQF L6 targets of 1+ ≥80%, 3+ ≥60%, 5+ ≥40%. S4 attainment: sustain strong breadth of SCQF L5 attainment while increasing 5+ N5 A–C/A–B and reducing D/NA outcomes in identified subjects.	- Set individual attainment expectations from prior attainment/course entry. Review progress at each tracking point. Identify pupils off-track and agree departmental/whole-school interventions. Review presentation/pathway decisions to ensure appropriate challenge. - Complete whole-school and departmental 2026 SQA analysis. Agree cohort-informed departmental targets. Identify pupils at risk of D/NA or underachievement and intervene early. Share effective practice from strong-performing subjects. - Review uptake/success across NQs, wider SCQF and partnership provision. Review course-choice/pathway information. Track S4→S5 and S5→S6 progression and leaver destinations.	- S5 1+/3+/5+ Higher A–C and SCQF L6 projections at each tracking point; Higher A–B; pupils meeting/exceeding expectations; final results compared with 2026 and VC. - S4 5+ SCQF L5; 1+/3+/5+ N5 A–C; 5+ N5 A–B; departmental A–C/A–B and D/NA rates; tracking of identified pupils; comparison with prior years/VC.	✓			✓		
2. Tracking and intervention: learners at risk of underachievement are identified earlier and supported to achieve the highest appropriate outcome.	Strengthen consistent Senior Phase tracking. Use attainment meetings to focus on individual learners, barriers and agreed actions. Increased early intervention including mentoring.	Numbers/proportions on/off track; movement in projected grades/levels; progress of intervention cohorts; departmental attainment reviews; final						

	Evaluate impact at subsequent tracking points.	attainment compared with tracking predictions.							
3. Wider Achievement – Young people will have increased opportunities to participate in, lead and gain accreditation for wider achievement. Maintain very high overall Wider Achievement participation, while increasing the breadth, leadership and accreditation of participation and targeting pupils with limited or no engagement. Most S6 pupils will achieve the SCQF Level 6 Leadership Award. Junior and Senior Captains will have an increased role in school improvement, while senior pupils will increasingly lead activities which support the learning and wider experiences of other young people.	- Introduce S3 Junior Captains with defined leadership responsibilities and opportunities to work alongside Senior Captains. - Junior and Senior Captains develop and lead a Pupil School Improvement Plan informed by wider pupil voice. - Develop Future Fridays to increase access to wider achievement, skills development, leadership and accredited opportunities. - Offer all S6 pupils SCQF Level 6 Leadership and provide meaningful leadership opportunities through which they can generate evidence. - Develop structured S5/S6 peer tutoring, subject support, homework clubs and other pupil-led activities. - Use Wider Achievement tracking to identify pupils with limited/no participation and support them to access appropriate opportunities.	Increased percentage of pupils participating in Wider Achievement compared with the 2025–26 baseline, including increased participation in S1–S3. - Increased percentage undertaking a recognised leadership role. - Increased number/proportion gaining accreditation through Wider Achievement. - All S6 offered Level 6 Leadership; at least 75% of the S6 cohort successfully achieve SCQF Level 6 Leadership.. - Pupil School Improvement Plan produced, implemented and evaluated against agreed actions. - Increased senior pupil leadership of peer/subject support activities. - Pupil voice demonstrates increased opportunities to lead, contribute to school improvement and have achievements recognised.							
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?	
Person(s) Responsible Who will be leading the improvement?	

(Please insert the relevant codes which can be found in Appendix 1)					
NIF Priority:		NIF Outcome(s):			
NLC Priority:		QI:			
Developing in Faith/UNCRC:					
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this?					
Resources: Please include costs and, where relevant, state where cost is being met from.					
<u>Expected Impact</u> <u>(Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1</u> <u>December</u>	<u>Checkpoint 2</u> <u>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)	<u>RAG Status</u> Tick progress toward outcomes	<u>RAG Status</u> Tick progress toward outcomes	
1. <i>Insert short term target here.</i>			✓	✓	
2.					
3.					
4.					
5.					
6.					
Checkpoint 1 Progress Evaluation Statement (December)					
Checkpoint 2 Progress Evaluation Statement (March)					

PEF ALLOCATION:**£ 46 550**

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.

Analysis identifies significant poverty-related gaps in attendance, persistent absence, attainment and positive destinations for pupils living in SIMD Q1 and/or eligible for FME. PEF will therefore be used to provide targeted tracking, early intervention, flexible learning pathways and individual support, building on approaches which demonstrated positive impact in 2025–26.

What is Your Poverty Related/Equity Gap? (Q1 v Q5 or other poverty marker) Select From: attainment & achievement, attendance, inclusion, participation, engagement.	Intended Outcome/Impact Please describe your planned use of PEF allocation and what you intend to achieve.	Evidence/Measures Please indicate what pre and post assessment measures you will use to evidence impact.	Detailed Costings	December Checkpoint RAG Status Tick progress toward outcomes 		
Attainment Maintain percentage of S4 pupils in SIMD Q1 achieving 5 Level 3 qualifications at 100% Maintain or improve recent Increases in the percentage of S4 pupils in SIMD Q1 achieving 5 Level 4 qualifications from 77% in 2025, 90% in 2026	PEF Funded 0.5 DHT to closely track attainment for SIMD Q1 pupils, allowing for a range of early interventions, some of which will be supported by the PEF PT and match Funded Teacher. Introduction of new Level 6 Curricular options. Including first aid, criminology and powering futures.	• SEEMIs Tracking and Monitoring • Internal Tracking • Prelim Performance • Insight Data	Money is spent on staffing which is utilised across a range of interventions and supports rather than individual interventions having a costing.			

Maintain or improve recent increases in the percentage of S5 (based on S5 cohort) SIMD Q1 pupils achieving 3 or more Level 6 qualifications 40% in 2025, 57% in 2026						
Leaver destinations Increase percentage of FME Leavers entering positive destinations from 84.4% to 90%	PEF funded 0.5 DHT, PEF funded PT and Match Funded Teacher work closely with pupils at risk of not achieving a positive destination, helping them to achieve qualifications and engaging with families.	- Insight Data on Positive Destinations. - Internal Tracking of leavers and potential leavers. - Insight data on S4 attainment. - SDS leavers data. - Pupil voice				
Attendance Increase average attendance for SIMD Q1 pupils from 86.2% to 90% Increase attendance for FME pupils from 82.3% to 85% Reduce percentage of Q1 pupils with persistent absence from 59.1% to 45% Reduce percentage of FME pupils with persistent absence from 72.5% to 60%	PEF Funded 0.5 DHT to closely track attendance for SIMD Q1 and FME pupils, allowing for a range of early interventions, some of which will be supported by the PEF Match Funded Teacher. Match funded teacher working closely with small group of non-attenders to boost engagement in education and help with return to school.	- Attendance data on SEEMIS, - Data Dashboard and Internal Tracking.				
Total PEF Spend			£46 550			

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 <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 5. Promoting a high quality learning experience 6. Differentiated support	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 workforce and tackling digital inequality.

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