



Driving Equity and Excellence

Improvement Action Plans

Session 2025-26



School:	Mossend PS and NC
Cluster:	Bellshill Academy Cluster
Head Teacher:	Tracey McCulloch

Improvement Plan Summary	
Establishment Priority 1:	<i>By June 2026, all learners will benefit from an enhanced quality of pedagogy aligning learning, teaching and assessment to support all learners and a consistent application of high-impact teaching strategies.</i>
Establishment Priority 2:	<i>By June 2026, staff will have an increased confidence in recognising, understanding and supporting all dimensions of additional support needs which will result in all learners enjoying enriched experiences which are relevant, challenging, and responsive to all needs and aspirations.</i>
Establishment Priority 3:	<i>By June 2027, we will strengthen meaningful parental engagement by fostering inclusive, collaborative partnerships with families and communities. In line with QIs 2.5 and 2.7, we will develop and embed effective family learning opportunities that empower parents as active partners in their children's learning journey, this will support all learners to achieve their full potential.</i>

Education and Families Priorities

1	2	3	4	5
<p>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • Raising Attainment Strategy <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training 	<p>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • SAC/ PEF Plan <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed. 	<p>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • GIRFEC <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 	<p>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • Curricular Progression <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme. • Digital Classroom <ul style="list-style-type: none"> ◦ Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments. 	<p>Vulnerable Groups- Improved outcomes for vulnerable groups.</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • Support for Families/ Young People at Risk <ul style="list-style-type: none"> ◦ There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support. • Care Experienced Young People <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

Establishment Vision and Values



Our Vision **"Where Stars Shine Brighter"**

Our Values: **Honest Creative Aspirational Respectful Welcoming Caring**

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)

Parents, pupils and staff were consulted on Quality Indicator 2.3. Almost all parents agreed that learners;

- are encouraged to engage in all aspects of school life;
- experience activities which are varied, differentiated, active and provide effective support and challenge;
- enjoy what they are learning about and are involved in the planning and evaluating of learning.

Most parents agreed that parents are given the opportunity to be involved in the planning and evaluating of pupils' learning. A majority of learners have identified that they do not get enough opportunities for choice and enjoyment in their learning, but they did identify that they use ICT regularly within their learning experiences. A majority of learners have also expressed that the written feedback given by their teachers helps them to improve their work, but a few learners said they would like more conversation from the teacher about their learning.

All parents who attended our Parent Consultation evening in May were given the opportunity to share their views on How Good Is Our School Quality Indicator 3.1: Ensuring Wellbeing, Equality and Inclusion. A minority of parents responded to the consultation and of those, a majority expressed the following:

- learners were encouraged to demonstrate positive behaviour positive relationships and show consideration for others;
- learners felt safe, healthy, achieving, nurtured, active, respected, responsible and included;
- all staff at Mossend listen to, and involve, learners in making decisions about their wellbeing;
- all staff have created an inclusive learning environment for learners;
- we celebrate diversity in Mossend;
- all staff at Mossend do well at communicating with parents regarding the wellbeing of their child.

All learners in the nursery were consulted on what improvements could be made to the numeracy area of the nursery environment. In response to this feedback, additional resources have been identified to support resourcing the numeracy environment.

All staff and learners were consulted in Term 3 on how well we embed aspects of the UNCRC within our school's ethos. Results collated demonstrated most learners enjoyed being at school; learned about their rights in school and expressed being listened to by their teacher. All staff intimated being treated with respect by other adults in the school and almost all were treated with respect by learners. Almost all staff believed learners were actively engaged in the life of the school and all staff reported feeling comfortable talking to learners about their rights.

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	<i>By June 2026, all learners will benefit from an enhanced quality of pedagogy aligning learning, teaching and assessment to support all learners and a consistent application of high-impact teaching strategies.</i>	<i>By June 2026, staff will have an increased confidence in recognising, understanding and supporting all dimensions of additional support needs which will result in all learners enjoying enriched experiences which are relevant, challenging, and responsive to all needs and aspirations.</i>	<i>By June 2027, we will strengthen meaningful parental engagement by fostering inclusive, collaborative partnerships with families and communities. In line with QIs 2.5 and 2.7, we will develop and embed effective family learning opportunities that empower parents as active partners in their children's learning journey, this will support all learners to achieve their full potential.</i>
Year 2: Session 2026-2027			
Year 3: Session 2027 - 2028			

2025-26 Improvement Plan

Establishment Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		<i>By June 2026, all learners will benefit from an enhanced quality of pedagogy aligning learning, teaching and assessment to support all learners and a consistent application of high-impact teaching strategies.</i>
Person(s) Responsible Who will be leading the improvement?	Tracey McCulloch (HT), Vicky Cole (PT), Hannah Smith (PT), All staff	

(Please insert the relevant information below using the codes above)	
NIF Priority: 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; 5. Improvement in attainment, particularly in literacy and numeracy.	NIF Driver: 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
NLC Priority: 1 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	QI: 2.2- Curriculum 2.3- Learning, Teaching and Assessment 3.2- Raising attainment and achievement ELC Framework 2.1 Children experience high quality spaces 3.1 Play and learning
PEF Intervention: 4.Targeted approaches to literacy and numeracy 5.Promoting a high-quality learning experience 6.Differentiated support	Developing in Faith/UNCRC: Article 28 - right to education Article 29 - goals of education
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u> £1000 PEF Fund set aside for resourcing following audit and consultation. £1353.85 Sumdog Subscription PEF PT	
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?	

At the end of session 24/25, data analysis demonstrated an increase in combined literacy attainment to 82%, exceeding the establishment's goal of bringing attainment in literacy in line with the national average. Nonetheless, combined data in Numeracy has seen a decrease by 8.6% to 73% which falls below the NLC average of 81% and the national average of 80%. The poverty-related attainment gap for learners in Q1 compared to NLC Q5 has increased by 12.3% to 33% since session 24/25. Through the PRD process, the majority of staff identified developing confidence in Numeracy as one of their areas for development. Although school self-evaluation of QI 2.3 Learning, Teaching and Assessment remained at satisfactory overall, some themes within the QI were rated as Good, demonstrating the need for the establishment to continue its journey to develop improved pedagogical practice but to enhance teacher knowledge and confidence in the delivery of Numeracy.

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 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 will receive a high-quality and consistent approach to learning, teaching and assessment across the school	<p>All teaching staff will undertake engagement with the revised authority Learning Teaching and Assessment Policy and apply the principles within their roles.</p> <p>A working group of teaching staff will personalise the policy through the lens of Mossend's Curriculum Rationale to increase relevance to our context for use with the wider staff. Pupils and parents will be invited to contribute to this work.</p> <p>A working group of teaching staff will develop shared visuals and prompts with key features of a good lesson to ensuring all learners benefit from a consistent approach across the establishment.</p>	<p>Pre and post CLPL questionnaires will demonstrate increased confidence in the knowledge of key features of a good lesson in all staff.</p> <p>A high quality and increased consistency in learning, teaching and assessment approaches evidenced in all SLT and peer observations.</p> <p>Almost all SLT observations and learner conversations will evidence a range of AiFL techniques that ensure staff are confidently questioning children and providing meaningful feedback including those with ASN.</p>		

	<p>SLT will lead staff in refreshing what a good lesson looks like in Mossend beginning with a focus on Numeracy.</p> <p>All staff will participate in a refresher of AiFL strategies and techniques with a particular focus on feedback.</p> <p>SLT will facilitate identification and sharing of good practice across the establishment.</p> <p>All staff will become upskilled through engagement with the key features of effective assessment, as per Education Scotland Assessment within the Broad General Education: a thematic inspection, these features will become embedded in the school culture including;</p> <p>Key Feature 1: Strong Leadership and Direction of Assessment</p> <p>Key Feature 2: Staff will use a range of data very effectively to identify learners needs (improved facilitation of activities to scrutinise School/Class on a Page.</p> <p>Key Feature 3: Planned approaches to moderation</p> <p>Key Feature 4: Staff professional reading</p>	<p>SLT will regularly monitor online forward plans, with a specific focus on Numeracy planning and to assess the effectiveness of lesson delivery through detailed evaluations.</p> <p>SLT will monitor the quality and consistency of teacher feedback by conducting regular reviews of pupil jotters, and nursery learning journals, ensuring feedback supports progress and next steps in learning.</p> <p>Teaching staff will reflect on and identify strengths within their own practice, sharing effective strategies and approaches with colleagues to promote a culture of collaborative professional learning.</p> <p>Staff will talk more confidently and needs will be identified at Tracking and Monitoring meetings.</p> <p>Time will be allocated at staff meetings to allow staff the opportunity to read and engage in professional dialogue relating to key educational research.</p>		
Learners will experience improved	All teaching staff will engage in an audit of current practice in Numeracy	Classroom observations and learner voice feedback reflect		

<p>engagement, understanding, and attainment in Numeracy as a result of staff developing greater confidence and consistency in delivering high-quality and evidence informed Numeracy pedagogy.</p> <p>By May 2027, our combined numeracy data at P1, P4 and P7 will show an increase of 7% to 80%, in line with the national average.</p> <p>By May 2026, P1 ACEL data in Numeracy will increase by at least 1% to 81%, in line with NLC average. P7 data will increase by at least 9% to 71%, closer to local and national average.</p>	<p>teaching and resourcing through observations and staff self-evaluation.</p> <p>Nursery staff who have received CLPL on Numeracy – Learning through Play will deliver an overview to all Nursery staff.</p> <p>SLT and a few teaching staff members will deliver targeted CLPL on effective evidence informed Numeracy pedagogy including a refresh of; Number Talks, SEAL, Developing Number, Concrete Pictorial Abstract, Catch Up Numeracy in alignment with the benchmarks.</p> <p>A working group of teaching staff will collaborate to identify and agree on core high-impact Numeracy Strategies which will be implemented across the establishment.</p> <p>A working group of teaching staff will devise improved planning and assessment formats for our context.</p>	<p>increased engagement and confidence in Numeracy.</p> <p>Learning, teaching, and assessment in Numeracy will be more closely aligned with Curriculum for Excellence benchmarks and progression pathways.</p> <p>Provocations in the Nursery will be built to expand and extend children’s ideas. Meaningful observations of significant learning will be recorded in a child’s learning journal.</p> <p>Professional dialogue around effective Numeracy strategies will become embedded in the school’s learning culture and evidenced during planning days, moderation activities, learner voice and tracking checkpoint conversations.</p> <p>Learner attainment data in Numeracy shows measurable improvement (e.g., SNSA, CfE levels, class assessments).</p>		
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	<p>Celebrate and share effective practice through staff meetings.</p> <p>All staff will have a rich understanding of their learners' context and attainment over time through improved transition processes, and deeper analysis of Class and School on a Page with a particular lens on Numeracy.</p> <p>All staff will engage in dialogue and moderation with stage partners to ensure that numeracy attainment data confidently supports TPJ</p> <p>SLT will continue to refine processes for tracking and monitoring to ensure that all staff have a shared, improved and consistent practice in assessing progress and supporting early identification of gaps in learning.</p> <p>Assessment information for all learners will reflect the breakdown of their attainment over time.</p>	<p>All teaching staff will have access to high-quality transition information. Views will be gathered on value of information.</p> <p>All teaching staff will engage termly with Class and School on a Page information to ensure all children are appropriately challenged at a suitable pace with a particular focus on Numeracy.</p> <p>All tracking and monitoring meetings will evidence increased staff confidence in discussions around attainment and quality evidence will be shared.</p> <p>Snapshots from progress and achievement will evidence increase in attainment.</p>		
Final evaluation (for submission):				

Establishment Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		<i>By June 2026, staff will have an increased confidence in recognising, understanding and supporting all dimensions of additional support needs which will result in all learners enjoying enriched experiences which are relevant, challenging, and responsive to all needs and aspirations.</i>
Person(s) Responsible Who will be leading the improvement?	Nicola Brownlie (DHT), Heather Tinto (CT), All staff	

(Please insert the relevant information below using the codes above)		
NIF Priority: 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; 5. Improvement in attainment, particularly in literacy and numeracy.	NIF Driver: 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. School and ELC Improvement	
NLC Priority: 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 5. Improved outcomes for vulnerable groups	QI: 2.4 - Personalised Support 3.1 - Ensuring Wellbeing, Equality & Inclusion ELC Framework 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality	
PEF Intervention: 2. Social and emotional wellbeing 6. Differentiated Support 10. Partnership working 11. Professional learning and Leadership	Developing in Faith/UNCRC: Article 3 - best interests of the child Article 5 - parental guidance and child's evolving capacities	
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: <u>PEF Match Fund</u> <u>Mindfulness Moments</u>		
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? For the third consecutive year the establishment has continued to develop its approaches to enhanced curriculum provision for a few learners and has also maintained a 0% exclusion rate during this time. With the addition of new children to the school, and an improved process to record ASN on Seemis, the establishment has seen a rise in the number of children with a recognised additional support need to 52%. A few children (4%) have required a bespoke learning programme, this provision has been highly		

commended by the ASN Outreach service and will continue to be required into next session for these children, and for at least one other child from the new intake. Recent staff self-evaluation of Q1 3.1 evidences staff requests to increase knowledge around managing the increasing number of children with an additional support need. The establishment now needs to continue to build upon its enhanced provision offer whilst simultaneously increasing staff knowledge and confidence in supporting needs in each class, and in improving processes for the tracking and monitoring of this.

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.**

Access to 'Mindfulness Moments' - £395

<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 improved approaches to planning which supports transitions, predictability and routine.	<p>All staff will engage in a GIRFEC refresher to ensure a thorough understanding of The Children and Young People's Pathway for Planning and Support.</p> <p>All staff will understand that the UNCRC is fully embedded within the values and principles of the GIRFEC approach, promoting the wellbeing of children and young people.</p> <p>A consistent approach to GIRFMe planning and assessment will be further enhanced, informed by the guidance provided on the GIRFEC in North Lanarkshire website with reference to the National Practice Model. Structured opportunities will be created for learners with ASN and their families to contribute to planning and evaluating support</p>	<p>Completion of a whole staff audit of confidence, skills and understanding in identifying and supporting ASN.</p> <p>High-quality planning and evaluations will be evidenced in GIRFMe folders and plans with contributions from all staff involved with specific learners.</p> <p>All SLT observations will record greater and increased consistent use of visuals in all classrooms and across the wider environment</p> <p>Incremental increases in literacy and numeracy attainment information for children with an ASN will be</p>		

	<p>strategies; Oct/Nov and March/April.</p> <p>All staff will participate in CLPL sessions delivered by Heather Tinto:</p> <ul style="list-style-type: none"> → Session 1 - supporting communication → Session 2 – planning for transitions <p>All staff will have access to Widget Online, which will support comprehension and understanding through the enhanced use of visual aids in the environment and the creation of bespoke learning materials.</p> <p>All teaching staff will be upskilled in the use of the Circle Participation Scale to assess the learning environment for targeted individuals.</p>	<p>recorded during tracking and monitoring meetings.</p> <p>Dialogue with staff will demonstrate increased empowerment of adapting learning environments for targeted children through the Circle Participation Scale.</p>		
<p>Children displaying distressed behaviour will be supported through an increased understanding of emotional regulation and de-escalation of all staff, and in using a wider range of strategies and approaches meaning adjustments are anticipatory.</p>	<p>An ASN Champion will be identified in each department to support colleagues and share good practice.</p> <p>All staff will participate in CLPL sessions delivered by Heather Tinto:</p> <ul style="list-style-type: none"> → Session 3 - Neurodiversity and Neuro-affirming approaches → Session 4 – de-escalation and emotional regulation 	<p>All staff will feel supported in supporting ASN learners through the collaboration and supportive ethos.</p> <p>All staff will demonstrate an increased confidence and capacity in the understanding of distressed behaviour evidenced in use of language in dialogue used in conversations around learners.</p> <p>Parent knowledge will be increased around background</p>		

	<p>All staff will become familiarised with new national documentation: Fostering a positive, inclusive, and safe school environment, and will undertake further engagement and refresh with the local authority Dysregulated and Distressed Behaviour Policy, and the Nurture Principles, and apply the key messages of these within their roles.</p> <p>A working group of staff will revise our establishment Promoting Positive Relationships Policy to reflect the key messages of policy and practice to apply within our context. Pupils and parents will be invited to contribute to this work.</p>	<p>and research to approaches and perceptions around behaviour management will be challenged.</p>		
<p>All learners will build upon newly established mindfulness practices to increase their personal resilience.</p>	<p>By October 2025, all remaining establishment staff will have completed Mindfulness training modules through accessing the newly formed 'lighter' modules with time protected for completion.</p> <p>All staff will have access to 'Mindfulness Moments' to further enhance daily mindfulness classroom practice and to continue to contribute to a calming ethos across the school.</p> <p>SLT will introduce the Year 2 Mindfulness Programme: Trauma, the Brain and Mindfulness and its key themes during assemblies. All teaching staff will build upon this</p>	<p>Tracking and Monitoring spreadsheet will be updated to show 100% completion of training modules for all staff members.</p> <p>Observations by staff will report positive relationships within the classroom and nursery environment, with children displaying an awareness of coping strategies which lay the foundation for building emotional resilience.</p> <p>Mindfulness strategies will be embedded within GIRFMe plans and their effectiveness will be monitored through structured termly evaluations</p>		

	<p>learning through class-based activities.</p> <p>All first level staff (Adventurers), and all second level staff (Explorers), will deliver a structured 8-week mindfulness programme which will contribute to the establishment of calm and routined learning environments.</p> <p>Awareness will be raised with all parents and carers on the Mindfulness Journey of the establishment with parental sessions offered and facilitated.</p>			
Final evaluation (for submission):				

Establishment Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		<i>By June 2027, we will strengthen meaningful parental engagement by fostering inclusive, collaborative partnerships with families and communities. In line with QIs 2.5 and 2.7, we will develop and embed effective family learning opportunities that empower parents as active partners in their children's learning journey, this will support all learners to achieve their full potential.</i>
Person(s) Responsible Who will be leading the improvement?	Shanice Lamont (PEF PT), All staff	

(Please insert the relevant information below using the codes above)	
NIF Priority: 3 – Closing the attainment gap between the most and least disadvantaged children and young people 5 – Improvement in attainment, particularly in literacy and numeracy.	NIF Driver: 3 – Parent/Carer Involvement and Engagement 4 – Curriculum and Assessment 5 – School and ELC Improvement
NLC Priority: 2 – Closing the attainment gap between the most and least disadvantaged children 5 – Improved outcomes for vulnerable groups	QI: 2.5 – Family Learning 2.7 – Partnerships ELC Framework: 4.3 – Children's progress
PEF Intervention:	Developing in Faith/UNCRC: Article 5 - parental guidance and child's evolving capacities Article 28 - right to education Article 29 - goals of education
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? Strengthening meaningful parental engagement is a strategic priority that directly impacts learners' attainment, wellbeing, and overall school experience. Research consistently shows that children achieve more when schools and families work in partnership. School data analysis shows the gap between Q1 and NLC Q5 has increased in Literacy by 12.9% to 25%, and in Numeracy by 12.3% to 33% from May of last session. This is closely linked to the increase in % of ASN children across the school by 26.4% to 52%. Through consultation of QI 2.3, 12% of respondents expressed that parents were not involved in planning or evaluation of learning. Currently, while we have some effective practices in place, engagement with families is not yet consistent across all stages and contexts. Feedback from parental surveys indicates a need for more inclusive, sustained, and empowering approaches to family 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 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)		
The Quintile 1 and NLC Quintile 5 gap will reduce by 5% to 20% in Literacy and reduce by 8% to 25% in Numeracy.	<p>Parental views will be captured through a whole school audit of current engagement practices.</p> <p>A parental engagement focus group will be established to collaborate in the creation of a Parental Engagement Strategy.</p> <p>A pilot project will be introduced, all families will be given the opportunity to attend inclusive family learning sessions in literacy and numeracy to enable them to improve understanding of teaching methods and to improve confidence in providing at home support for learners.</p>	<p>Clear baseline data will inform planning; identification of gaps and barriers, especially for underrepresented groups.</p> <p>Shared ownership of improvement journey; collaborative planning with parent voice at the centre. Increased parent empowerment.</p> <p>Increased parent confidence in supporting learning at home; improved engagement with children's learning.</p>		
Learners from underrepresented and vulnerable families will be supported to reach their full potential.	<p>A parent consultation calendar will be piloted and established to ensure all parental views are captured throughout the session.</p> <p>Establish and strengthen links with local community organisations to extend the reach of family support.</p> <p>Provide targeted CLPL to staff on inclusive family engagement and partnerships.</p>	<p>Qualitative and quantitative data from surveys will highlight parental views and the next steps for the establishment.</p> <p>Wider access to services and support; increased engagement from families facing barriers.</p> <p>Feedback from staff and families on improved staff confidence and consistency in working with families;</p>		

<p>By May 2026, overall school attendance will increase by 0.5% to 93%.</p>	<p>Heather will pilot a monthly parental support group for targeted families to enhance parental engagement and build trusting, supportive relationships.</p> <p>Robust attendance monitoring procedures will support families and learners to engage in all aspects of school life.</p>	<p>enhanced relationships with parents.</p> <p>Attendance at group sessions will be recorded to inform us of levels of engagement from targeted groups.</p> <p>Robust discussion and analysis of monthly MAP data.</p>		
<p>Final evaluation (for submission):</p>				

PEF ALLOCATION: £138, 240

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.

Overall attainment in Literacy has increased this session in comparison to last year's data, our combined ACCEL at P1, P4 and P7 has increased by 2% to 81% taking the establishment above local authority and national average. However, we have seen a decrease in overall Numeracy attainment. Combined ACCEL has seen a drop in attainment by 3% to 71%, falling below authority and national average, whilst we have seen a gap in Q1 and NLC Q5 by 12.3% to 33%. We will now use PEF Funding to replicate some of the strategies used to which have been successful in raising attainment in Literacy last session. The role of the PEF PT will continue to scrutinise patterns and trends in data whilst simultaneously introducing improved monitoring and tracking processes, supporting staff in making accurate professional judgements.

In session 2024-2025, the establishment continued to focus closely on improving attendance as evidenced in an increase in attendance percentage from 91.43% to 92.49%. For session 2025-2026 the establishment will continue to work towards its aspiration of bringing attendance to 93%, in line with the local authority average. Free School Meal entitlement sits at 34%, and Clothing Grant Entitlement at 36%, both remain above the local and national averages. This session, ten families were targeted which led to improvements in attendance in 70% of the families.

Exclusions for session 2024/25 continues to remain at 0%. This has been due to the school continuing its journey and commitment of offering bespoke curriculum pathways, and in creating a calmer ethos across the school through the introduction of Mindfulness. During session 2024/2025 the school has seen an increase to its number of ASN children to 52% and has adapted to meet the bespoke needs of a few children through an enhanced provision offer. PEF match funding staff will allow for this offer to continue for Session 2025/2026 thus increasing the capacity for engagement and participation of all learners.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	Please indicate what evidence you are going to collect to show impact and progression.
Establishment Priority 1 and 2	£66, 141 (Aug – Mar 2026)	x 3 teaching staff members match funded allows management team to be non-class committed		

		<p>To increase children's attainment through improved pedagogical practice and targeted interventions.</p> <p>The facilitation of a bespoke enhanced provision for a few children.</p>	<p><i>An enhanced universal offer across the school to improve Numeracy pedagogical practice will be provided by an in-house skilled practitioner. Shanice Lamont/Hannah Smith</i></p> <p><i>Practitioners teaching in 25% of classes will receive in-class modelling of effective numeracy lessons to support the development of high-quality teaching. Shanice Lamont/Hannah Smith</i></p> <p><i>Intensive support will be delivered to P2 children who have not yet achieved Early Level for Numeracy (8 children) Tracey McCulloch</i></p> <p><i>Intensive support will be delivered to P7 children who are not yet on track to achieve Second Level for Numeracy (11 children) Tracey McCulloch</i></p> <p><i>Intensive support will be delivered to x 2 P2 children, and x1 P1 child. Heather Tinto, Michelle Cook, Carolann McLaughlan</i></p>	<ul style="list-style-type: none"> • Pre and post staff questionnaires • Attainment Data • Number Box Data • Catch Up Numeracy Assessments • Maths Recovery Assessments • MALT Assessments • Class observations • Learner conversations <ul style="list-style-type: none"> • Attendance data • Leuven Scale • Circle Participatory Scale • Assessment folders • Attainment Data • GIRFMe plans and evaluations
Establishment Priority 1	£3,838 (Aug – Mar 2026)	0.5 PEF Funded PT – scrutiny of data	<p><i>More rigorous tracking and monitoring processes will be established to enable the systematic collection and analysis of data over time, ensuring ongoing evaluation of progress. Shanice Lamont</i></p>	<ul style="list-style-type: none"> • Tracking and Monitoring System • Tracking and monitoring meeting records • Attainment Data • Class on a page • School on a page

Establishment Priority 2	£395	Mindfulness Moments Access for all staff to build upon Mindfulness Daily Practice To continue to improve children's wellbeing through mindfulness, with a particular focus on Trauma, the brain and resilience.	<i>Established daily practice of mindfulness across the school with enhanced staff knowledge of trauma, the brain and resilience. All staff</i>	<ul style="list-style-type: none"> • Pupil observations • Learner conversations • Playground observations • Class Observations
Establishment Priority 1	£1000	Numeracy resources to support high quality learning and teaching following audit. To ameliorate lesson delivery by making learning more engaging, inclusive and effective using quality numeracy resources which appropriately support and challenge all learners, leading to improved understanding and outcomes.	<i>Increased staff confidence in building the use of concrete resources into daily lessons to support all learners. All staff</i>	<ul style="list-style-type: none"> • Numeracy resource audits • Staff feedback • Lesson observation • Learner conversations • GIRFMe plan evaluations
Establishment Priority 1	£1353.85	Sumdog Subscription for targeted Learners. To increase children's attainment in numeracy through targeted and bespoke digital intervention	<i>Enhanced universal offer of Sumdog as a digital numeracy intervention and accurately track the impact on learners, particularly those within Quintile 1. All staff/Shanice Lamont</i>	<ul style="list-style-type: none"> • Sumdog diagnostic data • Attainment Data • Tracking and Monitoring meetings • MaLT Assessments • Class observations • Learner conversations

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
<p>Article 1 - definition of the child</p> <p>Article 2 - non-discrimination</p> <p>Article 3 - best interests of the child</p> <p>Article 4 - implementation of the Convention</p> <p>Article 5 - parental guidance and child's evolving capacities</p> <p>Article 6 - life, survival and development</p> <p>Article 7 - birth registration, name, nationality, care</p> <p>Article 8 - protection and preservation of identity</p> <p>Article 9 - separation from parents</p> <p>Article 10 - family reunification</p> <p>Article 11 - abduction and non-return of children</p> <p>Article 12 - respect for the views of the child</p> <p>Article 13 - freedom of expression</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p> <p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p> <p>Article 19 - protection from violence, abuse and neglect</p> <p>Article 20 - children unable to live with their family</p> <p>Article 21 – adoption</p> <p>Article 22 - refugee children</p> <p>Article 23 - children with a disability</p> <p>Article 24 - health and health services</p> <p>Article 25 - review of treatment in care</p> <p>Article 26 - social security</p> <p>Article 27 - adequate standard of living</p> <p>Article 28 - right to education</p> <p>Article 29 - goals of education</p> <p>Article 30 - children from minority or indigenous groups</p> <p>Article 31 - leisure, play and culture</p> <p>Article 32 - child labour</p> <p>Article 33 - drug abuse</p> <p>Article 34 -sexual exploitation</p> <p>Article 35 - abduction, sale and trafficking</p> <p>Article 36 - other forms of exploitation</p> <p>Article 37 - inhumane treatment and detention</p> <p>Article 38 - war and armed conflicts</p> <p>Article 39 - recovery from trauma and reintegration</p> <p>Article 40 - juvenile justice</p> <p>Article 41 - respect for higher national standards</p> <p>Article 42 - knowledge of rights</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p>	<p>1.1: Self-evaluation for self-improvement</p> <p>1.2: Leadership for learning</p> <p>1.3: Leadership of change</p> <p>1.4: Leadership and management of staff</p> <p>1.5: Management of resources to promote equity</p> <p>2.1: Safeguarding and child protection</p> <p>2.2: Curriculum</p> <p>2.3: Learning teaching and assessment</p> <p>2.4: Personalised support</p> <p>2.5: Family learning</p> <p>2.6: Transitions</p> <p>2.7: Partnerships</p> <p>3.1: Ensuring wellbeing, equality and inclusion</p> <p>3.2: Raising attainment and achievement</p> <p>3.3: Increasing creativity and employability</p> <p>PEF INTERVENTIONS</p> <ol style="list-style-type: none"> 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 <p>EDUCATION AND FAMILIES' PRIORITIES</p> <ol style="list-style-type: none"> 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 	<p>NIF Priorities</p> <ol style="list-style-type: none"> 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. <p>NIF Drivers</p> <ol style="list-style-type: none"> 13. School and ELC Leadership 14. Teacher and Practitioner Professionalism 15. Parent/Carer Involvement and Engagement 16. Curriculum and Assessment 17. School and ELC Improvement 18. Performance Information <p>NIF Outcomes</p> <ol style="list-style-type: none"> 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

<p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p>	<p><u>A QUALITY FRAMEWORK FOR ELC</u></p> <p>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</p> <p>2 Children thrive and develop in quality spaces 2.1 Children experience high quality spaces</p> <p>3 Children play and learn 3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment</p> <p>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</p>	<p>and a culture of dignity and respect for all.</p> <p>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.</p>
<p>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></p>		
<ol style="list-style-type: none"> 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. 		