



Driving Equity and Excellence

Improvement Action Plans

Session 2026-27

Establishment:	Mossend Primary School
Empowered Cluster:	Bellshill
Head of Establishment:	Tracey McCulloch

Improvement Plan Summary	
Establishment Priority 1:	By June 2027, all learners will benefit from the sustained embedding of high-quality pedagogy, with leadership at all levels ensuring consistent alignment of LTA and the effective use of agreed high impact of teaching strategies to support all learners.
Establishment Priority 2:	By June 2028, learners from Nursery to P3 will benefit from an improved and consistent high-quality play- and enquiry based pedagogy, enabling children to lead learning through curiosity, exploration and problem-solving, thereby enhancing engagement, independence, creativity, communication and attainment.
Establishment Priority 3:	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. (Year 2)

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

Establishment Vision and Values

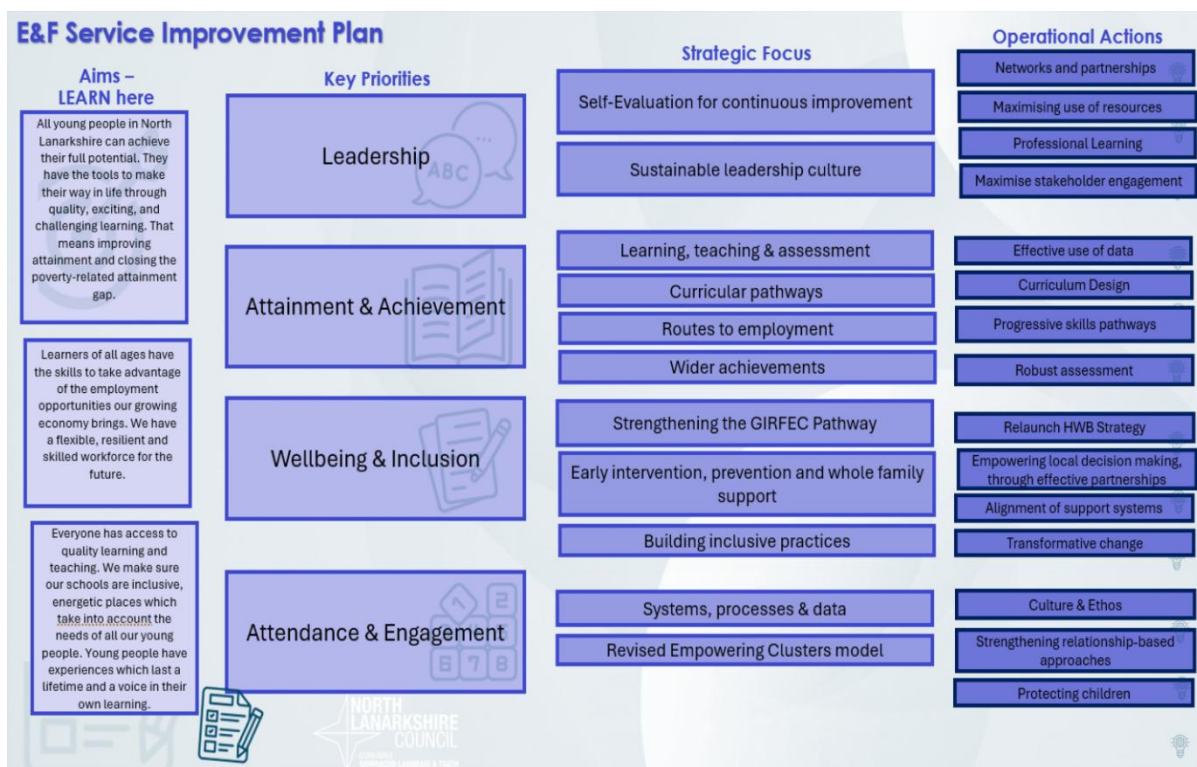


Our Vision “Where Stars Shine Brighter”

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

Audit and Consultation

In arriving at our improvement priorities, the 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)

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

The following consultations were undertaken during session 2025-2026 and will be reflected in the 2026-2027 Annual Improvement Plan.

In Term 1, all stakeholders have been consulted on staggered entry and exit times, and on Homework provision. For session 2025/2026 there will be no formal issuing of homework. Reading, as well as a digital offer, will be provided, and all learners have been re-issued with GLOW and Sumdog logins.

All stakeholders' views have been captured in relation to Quality Indicator 3.1. Most respondents agreed that the establishment had created an inclusive learning environment for its pupils. However, a few respondents felt that staff needed to improve their communication with parents with regards to the wellbeing of their child.

All Parents and Carers have also been consulted on Quality Indicator 2.5, Family Learning. Most respondents stated that staff in Mossend demonstrated a good understanding of what meaningful engagement looks like, and most stated that the establishment support families in developing strategies which lead to positive relationships, better learning and better behaviour. All new intake parents have been consulted on Quality Indicator 2.6 Transitions. Almost all parents stated that the transition arrangements were effective in ensuring that we could raise the attainment of their child, and that information about their child's learning and achievements from Nursery was used effectively in ensuring continuity across the curriculum.

All learners have been consulted on Theme 3, Our School and Community. The majority of learners consulted reported that they felt safe within the school and felt that the school has a good reputation within the community. SLT will now work with the learners on their suggestions for school improvement.

In Term 1, Parents and Carers' views have been gathered in relation to QI 3.2. Almost all respondents agree that teachers in Mossend support their child to make steady progress in literacy and numeracy

and all staff in Mossend recognise, value and celebrate the personal achievements of children. A few respondents have said they do not know if all staff work well with parents and other agencies (health, educational psychologist, third sector, etc.) to ensure positive outcomes for our learners. Most respondents agree all staff in Mossend are well skilled in removing barriers to learning and ensuring equity for all learners.

Partners were consulted on Q1 2.7 and most responded that they were aware of the school's vision, values and aims and a majority (63%) had knowledge of the school's improvement priorities. Most respondents expressed that we evaluate the impact on our learners, of the work carried out with their organisation/agency.

In Term 2, pupils were consulted on Theme 1: Our Relationships and Theme 4: Our Health and Wellbeing from How Good is Our School. The majority of pupils stated that teachers treated all pupils with respect and pupils were made to feel like they belonged to the school community through certificates celebrating success and through the school house system. The consultation with pupils also emphasised that pupils felt supported when going through a difficult time through supports such as Seasons for Growth, counselling, check in times with members of the management team and access to a calm corner within every classroom.

In Term 2 all staff were consulted on their confidence with implementing assessment is for learning within their practice. The majority of respondents expressed confidence in using appropriate learning intentions and success criteria and providing effective feedback to learners. A minority of staff reported confidence in implementing self and peer assessment in their practice.

In Term 2, parents and carers were consulted on Q1 2.3 and a minority of our parent forum responded. Of those, almost all (97%) agreed that children in Mossend are encouraged by all staff to become independent learners and to develop the four capacities of Curriculum for Excellence. Almost all respondents said they understand what the school's curriculum rationale is and what this means for learning in our school and said they are happy with the quality of teaching and learning their child receives in Mossend. A minority of respondents (17%) shared that teaching staff in Mossend use the community and spaces to deliver high-quality outdoor learning.

Parents and children were consulted in the Nursery in Term 2. Parents were consulted on 'Children are supported to achieve: nurturing care and support'. 75% of parents attended stay and play sessions and of those who attended, most (79%) of them participated in the consultation. All feedback provided was positive regarding how we communicate with pupils, families and partner professionals to jointly plan children's care and support.

In Term 3, all parents/carers were consulted on the staggered start/end times for next session, 2026/2027. A majority (73%) of those who responded opted to continue with the staggered times for next session, with the main reason being the safety of all children due to the traffic congestion and footfall on the narrow pavements outside the school. They were also all consulted on home learning provision for next session and the majority of parents/carers who responded have expressed that they would like a formal structure to home learning provision for next session, with a termly project – incorporating current learning in the class and a mixture of all curricular areas – being the preferred choice by the majority of respondents (54%). Finally, all parents/carers were consulted on how the £500 participatory budget from Pupil Equity Funding should be spent for next session and were given the following options (selected by all pupils): playground resources, PE resources, learning resources and school clubs. Playground resources and school clubs were the two most popular answers, with 35% choosing playground resources and 32% choosing school clubs.

This term, all pupils were also consulted on the provision of home learning for next session and were asked if home learning was provided, what should this look like in Mossend. The majority of pupils expressed that they would not like home learning next session, with a few pupils saying that they found it too much when they had clubs outside of school. A minority of pupils responded that they would like their homework to be in the form of a termly project, with a few pupils saying this would

be more fun and would encourage them to do it. All pupils were also consulted on what to spend the £500 participatory budget from Pupil Equity Fund on. Pupils identified the following ideas on how to spend the money: purchasing playground resources, purchasing PE resources, buying in more learning resources and running more school clubs. Finally, in Term 3, all pupils were consulted on Theme 5: Our Successes and Achievements from How Good is Our School Part 2. Responses from a few learners expressed that they can showcase their achievements in assembly through wider achievement segments, where they can share achievements out with school. A few respondents also highlighted the opportunity that all pupils were given to showcase talents at the annual Mossend's Got Talent. A few pupils shared that they would like more opportunities to take on leadership through running clubs in the school.

Partners were consulted in April 2026 on QI 2.7, with a minority of those invited to provide feedback responding (35%). Of those who did respond, most (78%) expressed that they were aware of the school's vision, values and aims and a majority (67%) said they knew the school's improvement priorities and knew how they could contribute to these.

In the Nursery class parents were consulted on the location of the Nursery Class outing. All parents responded most (81%) opting for Clyde Valley Farm Park. In May 2026 the majority of parents/ carers (66%) attended our recent Stay and Play session. Most of the families who attended (81%) commented on QIF challenge questions in line with Children are Supported to Achieve. (Wellbeing, Inclusion and equity). Children's voice was captured through learning stories and group floor books.

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	By June 2027, all learners will benefit from the sustained embedding of high quality pedagogy, with leadership at all levels ensuring consistent alignment of LTA and the effective use of agreed high impact of teaching strategies to support all learners.	By June 2028, learners from Nursery to P3 will benefit from an improved and consistent high-quality play- and enquiry-based pedagogy, enabling children to lead learning through curiosity, exploration and problem-solving, thereby enhancing engagement, independence, creativity, communication and attainment.	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. (Year 2)
Year 2: Session 2027 - 2028			
Year 3: Session 2028 - 2029			

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?	<i>By June 2027, all learners will benefit from the sustained embedding of high-quality pedagogy, with leadership at all levels ensuring consistent alignment of LTA and the effective use of agreed high impact of teaching strategies to support all learners.</i>
Person(s) Responsible Who will be leading the improvement?	Nicola Brownlie (AHT), Hannah Smith (PT), Shanice Lamont (PEF PT), Ruth Haxton (LP)

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

NIF Priority: 1. Improvement in children and young people's health and wellbeing; 2. Closing the attainment gap between the most and least disadvantaged children and young people; 5. Closing the attainment gap between the most and least disadvantaged children and young people;	NIF Outcome(s): 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
NLC Priority: 1. Leadership 2. Attainment and Achievement	QIF: Leadership Leadership and management of staff and resources Staff skills, knowledge, values and deployment Leadership of continuous improvement Children play and learn Play and learning Curriculum Learning Teaching and Assessment QI: 2.2 Curriculum 2.3 Learning Teaching and Assessment
Developing in Faith/UNCRC: Article 28 - Right to Education Article 29 – Goals of Education	
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this?	

Overall combined Numeracy data has decreased by 4% to 67%, which falls below the NLC and national average. Overall writing data has decreased by 7% to 63% which is below NLC and national average. The poverty related attainment gap in Literacy has widened from 25% to 37.2%. A sustained focus on high-quality pedagogy is essential to securing consistently strong learning experiences for all children. Embedding agreed high-impact teaching strategies and ensuring clear alignment of learning, teaching and assessment will reduce variability, strengthen progression and support equity across the school. Leadership at all levels – classroom, stage and whole-school—will be crucial in modelling, monitoring and reinforcing effective practice. By June 2027, this coherent and collaborative approach will enhance the quality of learning, increase learner engagement and ensure that all children are better supported to achieve their full potential.

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.**

PEF PT 0.6 - £3707.00

PEF - £15,470 0.2 class teacher to support interventions

<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		
Identified learners in the nursery will demonstrate improved early literacy and numeracy skills through targeted interventions, with most children showing increased confidence, engagement, and progress in key areas such as early language, counting and number recognition by February 2027.	- Targeted groups of children will participate in structured literacy interventions (Sunnybank, LanguageLand, '3 Reads') 3–5 times weekly, with progress tracked termly to evidence improvements in early literacy skills. - Following SEAL training, staff will embed strategies in daily practice, with impact monitored through observations and wellbeing indicators. - All staff will engage in targeted professional learning aligned to improvement priorities, with evidence of impact demonstrated through changes in pedagogy and outcomes for children. - Staff will undertake defined leadership roles linked to improvement priorities, leading	- New ELC Dashboard - Pre/post assessments - Observations - Tracking and Monitoring - Professional dialogue - Intervention tracking and monitoring - Planning floor books - Long term plan evaluations - Online learning journals - Parent target setting meetings x 3 per year - Wellbeing web - GIRFME Plans for identified learners - PEF PT role				

	agreed actions and contributing to ongoing self-evaluation.								
By June 2027, all nursery children will have opportunities for wonder and excitement through the development of the outdoor environment.	• Investment in resources • Identify appropriate training from the NLC ELC training calendar during PRD • Identify clear leadership opportunities for identified members of staff • Embed Play Pedagogy training • Thoughtful experiences identified through intended learning and responsive learning • Development of the outdoor area to promote richer play and learning experiences • Undertake an environmental audit of the outdoor Nursery garden • Create a more natural space for learners that encourages children to immerse themselves in nature, and offering high-quality prompts that spark curiosity	• Results from environmental audit • Observations • Learner's voice • Leuven scale • Audit of resources • Parent consultation • Visits to other establishments • SLT observations							
All learners will receive a high quality and consistent approach to learning, teaching and assessment across the school.	• Teaching staff will personalise the LTA 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. • 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. • SLT will facilitate identification and sharing of good practice across the establishment. • By November 2026, staff will explore the draft CIC materials, including draft guidance, draft KDU model and facilitation/reflection tools. • By June 2027, staff will be familiar with the new CIC materials, including all final guidance and tools.	• A high quality and increased consistency in learning, teaching and assessment approaches evidenced in all SLT and peer observations. • Almost all SLT observations and learner conversations will evidence a range of key features of a good lesson. • SLT will regularly monitor online forward plans and assess the effectiveness of lesson delivery through detailed evaluations. • 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. • 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. • Staff will talk more confidently, and needs will be identified at Tracking and Monitoring meetings. • Staff will be allowed the opportunity to read and engage in CIC materials.						
Learners will experience improved 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. By May 2027, our combined numeracy data at P1, P4 and P7 will show an increase of 8% to 75%, moving towards the national average (80%). By May 2027, P4 ACEL data in Numeracy will increase by at least 3% to 81%, in line with NLC average. P7 ACEL data will increase by at least 5% to 81%, in line with NLC average and above the national average. By May 2027, P5 ACEL data in Numeracy will increase by 8% to 68%, moving towards the national average (80%). P6 ACEL data in Numeracy will increase by 6% to 73%.	• SLT and a few teaching staff members will deliver targeted CLPL on effective evidence informed Numeracy pedagogy including a refresh of; Number Talks, SEAL and Developing Number in alignment with the benchmarks. • Numeracy ACEL data will be scrutinised and learners identified as needing support to achieve First and Second level at P4 and P7. • PT PEF remit will allow for introducing robust systems which can organise, implement and track impact of numeracy interventions across First and Second level. • All staff will engage in dialogue and moderation with stage partners to ensure that numeracy attainment data confidently supports TPJ • Assessment information for all learners will reflect the breakdown of their attainment over time.	• Pre and post CLPL questionnaires will demonstrate increased confidence in the knowledge of Numeracy pedagogy. • Almost all SLT observations and learner conversations will evidence effective Numeracy pedagogy • Numeracy ACEL data will evidence improved attainment in Numeracy • Pre and post assessment data from a range of targeted interventions will show an improvement in learners' progress • Tracking and Monitoring meeting records will confirm the effectiveness of high-quality pedagogy in improving attainment • The moderation of assessment folders will demonstrate a variety of high-quality assessment evidence over time						
Learners will experience improved engagement, understanding, and attainment in Literacy as a result of staff developing greater knowledge and understanding in delivering high-quality and evidence informed Literacy pedagogy. By June 2027, the Poverty Related Attainment Gap in Literacy will reduce by 7.2% to 30% facilitating learners to achieve more equitable outcomes.	• Identified staff from P3-7 will attend Literacy training to develop an understanding of the new 'From Reading to Writing Framework'. • Identified staff from P1-2 will attend Active Literacy training. • All staff will engage in dialogue and moderation with stage partners to ensure that writing attainment data confidently supports TPJ • Literacy ACEL data will be scrutinised and learners identified as needing support to achieve First level in Reading and Writing.	• Almost all SLT observations and learner conversations will evidence effective Literacy pedagogy • Literacy ACEL data will evidence improved attainment in Literacy • Pre and post assessment data from a range of targeted interventions will show an improvement in learners' progress • Tracking and Monitoring meeting records will confirm the effectiveness of high-quality pedagogy in improving attainment						

By June 2027, P4 ACEL data in Reading will increase by 10% to 60%, moving towards the national average (74%). By June 2027, P4 ACEL data in Writing will increase by 17% to 61%, moving towards the national average (74%). By June 2027, Combined P1-P7 ACEL data in Writing will increase by 5% to 68%, moving towards the national average (74%).	- PT PEF remit will allow for introducing robust systems which can organise, implement and track impact of Literacy interventions across identified stages. - All teaching staff will undergo training to improve the 'Tools for Writing' aspect of Literacy. - Assessment information for all learners will reflect the breakdown of their attainment over time.	The moderation of assessment folders will demonstrate a variety of high-quality assessment evidence over time						
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

2026-27 Improvement Plan

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	By June 2028, learners from Nursery to P3 will benefit from an improved and consistent high-quality play- and enquiry-based pedagogy, enabling children to lead learning through curiosity, exploration and problem-solving, thereby enhancing engagement, independence, creativity, communication and attainment.
Person(s) Responsible Who will be leading the improvement?	Nicola Brownlie (AHT), Laura Currie, Louise Christie, Fay Simpson (CT), Emma-Jane Cross (KW)

(Please insert the relevant codes which can be found in Appendix 1)	
NIF Priority: 1. Improvement in children and young people's health and wellbeing; 2. Closing the attainment gap between the most and least disadvantaged children and young people; 5. Closing the attainment gap between the most and least disadvantaged children and young people;	NIF Outcome(s): 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			
NLC Priority: 1. Leadership 2. Wellbeing and Inclusion	QIF: Children thrive and develop in quality spaces Children experience high quality spaces Children play and learn Play and learning CurriculumLearning Teaching and Assessment QI: 2.2 Curriculum 2.3 Learning Teaching and Assessment			
Developing in Faith/UNCRC: Article 31 – leisure, play and culture Article 12 - Respect the views of the child				
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? A consistent, high-quality play and enquiry-based pedagogy across Nursery to P3 is essential for strengthening early learning and ensuring equity of experience. Research shows that young children learn most effectively through curiosity, exploration and problem-solving, and these approaches build the engagement, independence, communication and creativity needed for long-term attainment. Aligning practice across the early level will reduce variation, support smooth progression and reflect national guidance such as <i>Realising the Ambition</i>. This improvement priority will create rich, developmentally appropriate learning environments that better prepare all children for future 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. PEF - £5000 to support resourcing of the identified zones				
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

All learners in the Nursery class will benefit from the development of the 4 zones where curricular areas will be implemented throughout to create curiosity and independence.	• Learning will be shared from the staff member who attended play pedagogy course in session 25/26 • Undertake environmental and resource audits to highlight key areas for improvement • Consult children, parents and partners on key aspects of the QIF • Establish 4 clearly defined play zones which incorporate all areas of the curriculum • Planned visits to observe other settings	• Play Pedagogy audits • Floor Books (Learner and parent voice) • Planning, observations and interactions • Evaluations short and long term • Tracking and Monitoring • Power BI dashboard ELC • Observations from visits to other establishments						
All Nursery learners will benefit from a balanced approach to learning that incorporates adult-led, adult-initiated, and child-led activities, fostering progression, the development of key skills, and learner autonomy.	• Observation of learner independence and engagement • Learner Voice and Parent Voice to inform future learning (floor book/ learning stories) • SLT / peer observations focusing on interaction quality • SLT / peer observations focusing on provocations and resourcing • Tracking of engagement and participation levels	• Planning overview (coverage of E & O/realising the ambition and Milestones) • Planning wall with photographic evidence of intended and responsive learning linked to planning • Daily observations of children • Key learning observations recorded in learning journals • Tracking and Monitoring meetings with SLT • Floor books recording parent and learner voice • Leadership observation paperwork • Evaluations of plan • Target setting meetings with parents x 3 per year						
All learners in P1 will experience a high-quality, well-zoned learning environment which promotes curiosity, independence and sustained engagement. Learners will confidently access and use a range of areas independently, leading to increased focus and deeper learning.	• Enrol in and complete NLC Play Pedagogy Sessions • Audit current classroom environments using NLC Play Pedagogy audit and CIRCLE framework. • Establish clearly defined play zones (e.g. social, creative, discovery, outdoor) across all targeted stages. • Ensure resources are: ○ Accessible ○ Open-ended ○ Rotated regularly in response to learner interests	• Play Pedagogy audit (baseline → follow up) • Environmental walk-throughs / SLT observations • Learner engagement data (e.g. Leuven scales) • Pupil voice on use of spaces • Evidence in planning showing intentional use of zones						

	• Undertake visits to effective settings to support shared understanding of high-quality environments. • Develop the environment as the “third teacher” and make effective use of classroom space.							
Most learners will demonstrate increased curiosity, creativity and problem-solving skills Learners will show increased agency, leading learning through questioning, investigation and choice Increased confidence in communication and collaboration	• Embed responsive planning approaches based on children's interests and inquiries • Staff modelling of: ◦ Effective questioning ◦ Extending thinking during play • Introduce provocations and invitations to learn within each zone • Explicit teaching and modelling of meta-skills (e.g. problem-solving, teamwork, resilience) • Use floor books / learning journals/ Book Creator to capture and extend learner thinking • Develop practitioner confidence through NLC CLPL on interaction and extending learning in play	• Observation of learner independence and engagement • Pupil voice (learning conversations, floorbook/ Digital Book evidence) • Increased evidence of child-led learning in planning • SLT / peer observations focusing on interaction quality • Tracking of engagement and participation levels						
All learners will experience a balance of adult-led, adult-initiated and child-led learning, supporting progression, skills development and autonomy Learners demonstrate ability to transfer skills between structured and play contexts	• Observation of learner independence and engagement • Pupil voice (learning conversations, floor book/ Digital Book evidence) • Increased evidence of child-led learning in planning • SLT / peer observations focusing on interaction quality • Tracking of engagement and participation levels	• Observation of learner independence and engagement • Pupil voice (learning conversations, floor book/ Digital Book evidence) • Increased evidence of child-led learning in planning • SLT / peer observations focusing on interaction quality • Tracking of engagement and participation levels						
All learners will benefit from high-quality, ongoing assessment which informs responsive teaching, supports appropriate challenge and progression, and ensures their learning needs are accurately identified and met.	• Staff will use a range of high-quality assessment approaches to capture progression in and through play, including: ◦ Observations (planned and responsive) ◦ Learning conversations	• Quality and consistency of recorded observations • Tracking data showing learner progress • Moderation evidence and professional dialogue • Clear links between assessment → planning → next steps						

	○ Floor books / learning journals ○ Photographic and digital evidence • Develop a shared whole-school understanding of effective assessment in play-based pedagogy through targeted CLPL. • Support staff to build confidence in using professional judgement, through: ○ Moderation activities ○ Collegiate discussion ○ Use of benchmarks and progression pathways • Ensure assessment information is used to: ○ Inform responsive planning ○ Identify gaps and next steps ○ Provide targeted support and challenge							
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?	<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. (Year 2)</i>
Person(s) Responsible Who will be leading the improvement?	Nicola Brownlie (ADHT), Vicky Cole (ADHT), Ruth Haxton (LP)

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

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 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	NIF Outcome(s): 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 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.
NLC Priority: 2. Attainment and Achievement 3. Wellbeing and Inclusion 4. Attendance and Engagement	QIF: <u>Quality Improvement Framework for ELC</u> Children thrive and develop in quality spaces Children experience high quality spaces Children are supported to achieve Nurturing care and support Wellbeing, inclusion and equality Children's progress Safeguarding and child protection QI: 2.5 2.6 2.7
Developing in Faith/UNCRC: Article 5 Article 18	
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? A minority of the parental forum who are invited to share their views through the school parental consultation calendar engage with school improvement questionnaires. Despite being invited to attend Parent Council meetings, no representatives from our parent forum have been present this session. A strong, inclusive approach to parental engagement is essential to improving outcomes for all learners. Strengthening partnerships with families and communities will ensure parents are valued as active participants in their children's learning, in line with QIs 2.5 and 2.7. Developing and embedding meaningful family learning opportunities will build parents' confidence, deepen their understanding of how to support learning at home and foster a shared sense of responsibility for children's progress. By June 2027, this collaborative approach will enhance engagement, strengthen relationships and contribute to improved attainment and wellbeing across the early level and beyond.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.	

<u>Expected Impact (Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1 December</u>			<u>Checkpoint 2 March</u>		
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes			RAG Status Tick progress toward outcomes		
Learners, Parents and Staff in the Nursery will benefit from a new digital approach to record and share learning and progress.	- Staff will undertake training to begin online learning journals - A parent/carer session will provide an introduction to online learning journals - An audit of ICT equipment will be carried out to ensure it will support the use of online training journals	- Feedback from all stakeholders using online learning journals, floor books and Microsoft glow forms - Stay and Play sessions - SLT monitoring of online learning journals, providing written feedback to staff						
Learners, Parents and Carers in the Nursery will benefit from exploring effective ways to gather meaningful feedback from families, which in turn will improve outcomes for learners.	- Continue to pilot the use of Floor Books to gather parent and learner feedback linked to QIF or to support change - Invite Nursery parents and carers to join part of the Establishment parent focus group - Nursery will be added to the Establishment consultation calendar with clear focus on QIF	- Feedback will be used to inform next steps and development. - Feedback will be tracked and reported in AIR using evaluative language						
The Quintile 1 and NLC Quintile 5 gap will reduce by 7.2% to 30% in Literacy and reduce by 7.7% to 20% in Numeracy. By May 2027, overall school attendance will increase by 0.6% to 92%.	- Learners and parents across the establishment will benefit from a parental support group for targeted families being piloted next session to enhance parental engagement and build trusting, supportive relationships. - Inclusive family learning sessions in literacy and in numeracy will be piloted next session to enable families to improve understanding of teaching methods and to improve confidence in providing at home support for learners. - Learners, parents and staff will benefit from a parental focus group being established to collaborate in the creation of a parental involvement strategy within the context of Mossend PS&NC.	- Parental feedback after support sessions will provide next steps. - Attendance at parent sessions will evidence increased engagement. - Feedback from stakeholders will be used to inform next steps. - Parental questionnaires will confirm an increase in parents' confidence in supporting learners at home. - Robust discussion and analysis of monthly MAP data with identification and close observation of the 10 lowest attending families across the school.						

	Robust attendance monitoring procedures will support families and learners to engage in all aspects of school life.						
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 (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. <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:
£138,240
£

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
Pupil Equity Fund Plan 2026-27
*(Random sampling of PEF Plans
will continue throughout the session).*



RATIONALE FOR PEF PLAN						
Please detail below the poverty related gap which you are addressing and the data which supports your rationale.						
What is Your Poverty Related/Equity Gap? (Q1 v Q5 or other poverty marker) 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	<u>December Checkpoint</u> RAG Status Tick progress toward outcomes		
Participation, engagement & attainment	x 2.68 teaching staff member, through match fund process x1 teaching staff member to facilitate decreased class sizes at Primary 3, with 52% of leaners with ASN, to support their wellbeing and provide	- Termly Leuven Scale assessments for learner engagement - Class observations	65,265			

	increased classroom teacher support in order to increase participation, engagement and attainment. <i>P3 Teaching Staff</i> x1.68 teaching staff members allows management team to be non-class committed in delivering Numeracy and Literacy interventions to targeted groups of children to raise attainment and close the Poverty Related Attainment Gap. <i>SMT</i>	• Learner conversations • GIRFME reviews and evaluations • Parent Consultation and Feedback • Attainment data • Tracking and Monitoring meeting records • Assessment folders				
Attainment and achievement	0.6 PEF Funded PT – Support for Learning More rigorous support for learning processes will be established, looking at pre and post assessment data to identify need, provide targeted interventions and evaluate and evidence impact. This will inform improvement in practice and outcomes for learners. <i>Shanice Lamont/All Staff</i>	• Attainment data • Assessment folders • Pre and Post assessment • Tracking and Monitoring meeting records • Data over time	3,707			
Engagement, attainment and achievement	Development of the Play environment in Primary 1 & P2/1 by creating clear zoned areas within the learning environment. Developing clearly defined play zones supports attainment by creating structured opportunities for children to develop and apply key skills across literacy, numeracy and health & wellbeing in meaningful contexts <i>Nicola Brownlie/Laura Currie/Louise Christie/Fay Simpson</i>	• Play Pedagogy audit (baseline → follow up) • Environmental walk-throughs / SLT observations • Learner engagement data (e.g. Leuven scales) • Pupil voice on use of spaces • Evidence in planning showing intentional use of zones • Floor books	5,000			
Attendance, engagement & participation	Rise & Shine Club (£500 Participatory Budget) Data from session 2025/26 indicates that next session's P6 cohort have the lowest attendance within the establishment. Further data analysis indicates Fridays as the lowest attended day of the week. This cohort will be offered supported to attend school with the offer of a morning club, leading to improved attendance and wellbeing of learners. <i>Vicky Cole/Shanice Lamont</i>	• Attendance data • Leuven Scale assessments for learner engagement • Pupil Voice • Class observations • Parent feedback	650			
Attainment & achievement	Additional 0.2 FTE Class Teacher Employing an additional teacher 0.2 will improve Literacy outcomes by enabling more targeted, high-quality support and increasing intervention capacity. Targeted teaching will improve Literacy attainment, and learners will receive personalised support.	• Attainment data • Assessment folders • Pre and Post assessment • Tracking and Monitoring meeting records • Data over time	15,470			

		Total PEF Spend	£90,092		

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	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.

	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.		