Driving Equity and Excellence

Improvement Action Plans

Session 2024-25

School:	New Monkland Primary School & Nursery
Cluster:	Airdrie Academy
Head Teacher:	Mary Reid

Improvement Plan Summary	
Cluster Priority:	
School Priority 1:	Refresh our curriculum by building capacity amongst all to maximise opportunities that develop the four contexts for learning: (*Opportunities for all learners, interdisciplinary learning, curriculum areas and subjects and the ethos and life of the school and community*) highlighting clear links to future skills, e.g., meta-skills. *(Year 2)*
School Priority 2:	Close the attainment gap by 10% across reading by incorporating high quality pedagogical practices with a focus on improving writing comprehension.
Nursery Class Priority:	Build capacity within a new staff team and create a shared set of vision and values with the UNCRC at the centre, incorporating up to date pedagogy approaches to implement high quality learning experiences for all learners.

Education and Families Priorities

1	2	3	4	5
Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.	**Equity -** Closing the attainment gap between the most and least disadvantaged children and young people.	Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.	Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	**Vulnerable Groups-** Improved outcomes for vulnerable groups.

(Improvement Actions detail under each priority is not fully legible.)

School Vision and Values

New Monkland Primary School & Nursery is situated in the village of Glenmavis, we are a non-denominational school. It is conveniently placed between the original village and housing estates, which are built towards the north end of the village and are easily reached on foot from both areas. At present there is a new housing development ongoing which will offer 150 new homes and be fully completed soon. There are further future developments of housing planned in the village.

The school roll at present is 156, we have 8 classes across the school, 7 of them are currently being used, we also have a large GP room, cooking kitchen and meeting room. The school has a term time Nursery Class that provides pre-5 education for 3- and 4-year-olds and delivers 1140hrs. When at capacity we have a roll of 32 children who are in full time. The Nursery is joined onto the school, and they have a spacious lunch area, playroom, and outdoor area.

There are currently 11 teaching staff, with one member of staff working part-time and one being a probationer teacher. The management team is made up of the Head Teacher (Acting) and two Principal Teachers, one of who is also acting. The teaching staff are supported by two ASNa, one Classroom assistant and one senior clerical. At present the Nursery has one lead practitioner (acting), two NL9 practitioners, two NL7 early learning and childcare keyworkers and one NL4 support worker. Catering, cleaning and our (acting) janitor complete the staffing at New Monkland Primary school and Nursery.

Our Vision:
At New Monkland Primary School and Nursery, we are committed to providing the highest quality learning experiences for all our children by creating a fun, happy, meaningful, and inclusive environment. We are ambitious, innovative, and dedicated to supporting and educating all our children in partnership with parents/carers and the wider community so that every individual can realise and achieve their full, individual potential, no matter their background. We work effectively together as a team to set challenging and aspirational goals, where everyone is given opportunities to achieve excellence and celebrate success. We are committed to providing the highest quality learning experiences for all our learners by creating a fun, happy, meaningful, and inclusive environment. We are ambitious, innovative, and committed to supporting and leading all our children in partnership with parents/carers and the wider community so that ALL children can achieve their full, individual

potential. We work highly effectively together as a team to set challenging and aspirational goals, where everyone is given opportunities to achieve excellence and celebrate success.

Our Values:

We have fully embedded Rights Respecting across our school and nursery and following consultation in 2019 our values were updated in line with what we represent as a school and nursery and these are fully embedded into our practice and across our school community: We are a Gold Rights Respecting school/nursery, and this also helped us on our journey of refreshing our values through consultation with all stakeholders These are fully embedded into our daily practice and across our School/Nursery community.

Respect - Honesty - Kindness - Fairness - Positivity

Our Aims:
We aim to continually improve the quality of learning and teaching experiences by being innovative, reflective and looking forward, we actively seek new opportunities to inspire and motivate our children in their learning so that they can continually develop their skills and knowledge, we promote inclusion by welcoming, valuing and supporting a range of individual needs including diversity and fostering tolerance and understanding of the beliefs and cultures of others, we work collaboratively with parents/carers, pupils and the wider community to help prepare all our children for the future. We pledge to do this by improving our already existing very good learning and teaching and assessment practice and by using effective ways that help to raise achievement and allow all children to realise their potential, we encourage lifelong learning by collaborating with the community and beyond. We actively listen and learn together, and staff take part in significant professional development. We celebrate success by Respecting the rights, dignity, and values of all and we ensure all children are safe, happy, and thriving both personally and academically.

We are not a Scottish attainment challenge school, but we do receive support through the pupil equity fund, our funding for session 22/23 is £26,950. We consult with all stakeholders to ensure our PEF spend reflects what our children need and require and to ensure equity in experiences for all. This session we have used PEF to retain a member of our teaching staff which has allowed an experienced member of staff to be released from class to work full time across the week targeting various learners across the staged intervention process. We are in the second year of our improvement plan and are starting to notice that our attainment is on the rise across Literacy and Numeracy/Mathematics. As of August 2022, we have 12 children (7.8%) across the school population in SIMD 1 & 2, 23 children (14.7%) across the school population in receipt of FSM/CG and 4 children (2.6%) across the school population in receipt of CG only.

Our combined attainment data across key stages P1, P4 and P7 over time is highlighted below:

Combined Attainment Data P1, P4 & P7 (76)	National Average 20/21	NLC Average	School Data 19/20 data was not collected -COVID				
			20/21	20/21	Actual attainment 21/22	Actual Attainment 22/23	Actual Attainment 23/24
Reading	75%	75.0%	78.6%	64%	85.7%	90.78%	91.04%
Writing	70%	74.0%	74.3%	54.3%	76.8%	89.47%	85.07%
T & L	83%	81.1%	79.6%	82%	91%	94.73%	95.52%
Numeracy	75%	82.6%	71.6%	67.3%	83.9%	90.78%	91.04%

Below is also the data collated for the school population based on teacher professional judgement 21/22/23/24, the data clearly highlights positive trends in attainment with an upward trajectory year on year since 2021 with MOST to ALMOST ALL of our learners attaining:
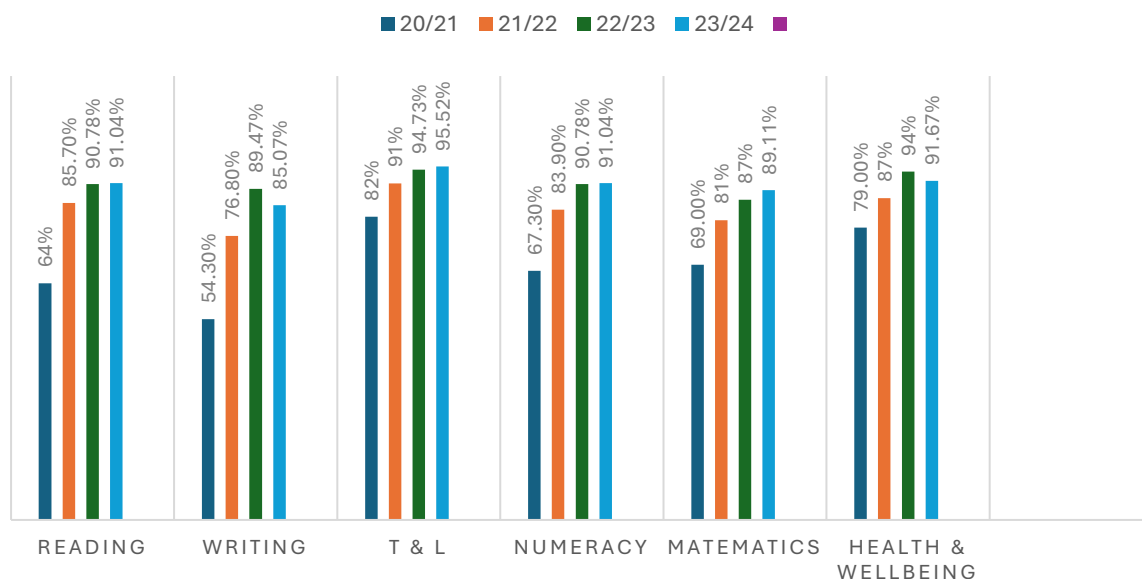
School population 2021 – 156
School population 2022 – 152
*School population 2023 – 157
***School population 2024 - 156**

TEACHER PROFESSIONAL JUDGEMENT

Legend: ■ 20/21 ■ 21/22 ■ 22/23 ■ 23/24 ■

Category	20/21	21/22	22/23	23/24
READING	64%	85.70%	90.78%	91.04%
WRITING	54.30%	76.80%	89.47%	85.07%
T & L	82%	91%	94.73%	95.52%
NUMERACY	67.30%	83.90%	90.78%	91.04%
MATEMATICS	69.00%	81%	87%	89.11%
HEALTH & WELLBEING	79.00%	87%	94%	91.67%

School population 2024 – 156

Reading – 83.34% of school population on track (Majority) – up 3.84% on last session
Writing – 77.57% of school population on track (Majority) – up 3.21% on last session
Talking & Listening 89.75% of school population on track (Most) – up 6.45% on last session
Numeracy – 88.47% of school population on track (Most) – up 2.57% on last session
Mathematics – 89.11% of school population on track (Most) – up 2.57% on last session
HWB – 91.67% of school population on track (Almost all) – down 2.57% on last session

Factors affecting progress consist of a lack of resilience, at times along with. Social and economic factors, e.g., displacement within families.

Factors leading to the gap in Health and Wellbeing is a result of our P.1 intake having 16.66% of learners not on track as a result of these children are on a Needs Based Pathway and/or awaiting requests for assistance.

We were inspected in October 2018, our learning teaching and assessment were highlighted as very good for our learning and engagement, quality of teaching, effective use of assessment, planning, tracking, and monitoring. Raising attainment and achievement was highlighted as satisfactory as the majority of our children were achieving appropriate levels. This is an area we have worked incredibly hard on over the past 4 years and the data above reflects where we are now with most of our children 75 – 90% attaining appropriate levels. Our goal for this session 24/25 is to ensure almost all 91% - 99% of our children are attaining the level required.

During session 21/22 our attendance was on average 94.7% which is above Scottish Government and NLC average. For this session our attendance is 93.96% and is currently the highest across our cluster and above the Scottish Government and NLC average.

We have **zero exclusions** as we have skilled staff guided and supported by the HT and we are now trained in various interventions/strategies through our universal offering. We have created a warm, caring/nurturing culture across the school and nursery, and this is cascaded throughout our whole community and our families. Strong partnerships with our parents/carers and other agencies allow us to do our best at getting it right for every child in our care.
We are incredibly proud of our attendance year on year and our zero exclusions and would highlight this as one of our many good news stories.

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)

We provide a secure and stimulating environment where the children can learn effectively. We also aim to provide a broad and balanced curriculum and staff/pupils use their own initiative to adapt the curriculum to suit learners needs. Children are encouraged to engage actively in their learning across both the school and nursery. We operate an open-door policy for our parents/carers, and we have 2 parent/carer consultations across each session. We also have regular check ins with parents/carers across each year.

Our Parent Council and our Parent Teacher Association came together to form what is now known as the NMPS/NC Parent Partnership Group. They fully engage in the life and work of the school and nursery, and they are incredibly supportive to our whole school/nursery community. We place significant importance on close links with all our parents/carers and having communication at the heart of all we do allows us to work together by allowing our values, vision and aims to be embedded not only across the school and nursery but right across the whole Glenmavis community. We take immense pride in our school/nursery, and we embody the phrase: '*It takes a village to raise a child.'*

Pupils at New Monkland Primary transfer to our cluster high school Airdrie Academy. We have a strong working relationship with the staff at Airdrie Academy which allows for a smooth and effective transition for all our primary pupils living daily our motto, 'Standing together we are great.'

We have successfully engaged with all our pupils/parents/carers/partners making better use of digital technology, e.g., how we gather views/feedback as this helps identify our areas for improvement and our good news stories. Telephone/in person consultations with parents/carers to review GIRFMe plans take place termly and we use social media effectively to update/engage parents/carers, such as, TWITTER, website and more recently our CONNECTUS APP. We engage our learner's using technology in an efficient and effective way, providing a balance of non-digital and digital learning, all our children across the school have access to their own IPAD, teachers also have their own IPAD and laptop. When collaborating with our partners we hold both in

person/virtual meetings, where we highlight any support required, for both families and our learners, our families can approach us and know they will, be supported by us as best as we can.

2023-24 Improvement Plan

Cluster Vision and Values

Our cluster vision and values can be viewed in more detail on this [link](#).

Our vision is: "**Standing together WE are great".**

Our vision represents our shared idea of working together effectively and efficiently to achieve common goals.

Our vision is built on the principles of trust, open-communication, shared decision making, mutual respect and a sense of common purpose.

In this vision, the teams of diverse individuals from different backgrounds and experiences come together to leverage their strengths, overcome obstacles and drive innovation. The outcome is a collective effort that is greater than the sum of its individual parts, resulting in the achievement of outcomes that might not have been possible to attain otherwise.

Because, standing together, we are great!

Our cluster values are the beliefs, principles and attitude that we hold. They define what is important to us in the Airdrie Academy cluster, helping to establish a common culture and foster a sense of unity amongst us.

Our individual establishments are aligned to our values, creating a strong foundation of trust, cooperation and collaboration.

Our values are:

1. **Active**
2. **Skills for Work**
3. **Success and Resilience**
4. **Community**

They were co-created by the children and young people across the Airdrie Academy cluster to what is important to them and represent what is at the core of Airdrie Academy cluster.

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)

- A collegiate working party was formed last session, made up of representatives from each establishment who would take forward the cluster improvement priorities. This has been useful in sharing best practice and identify trends, patterns and issues.

- A cluster learning week took place in October 2022 and again in March 2023, with stakeholder surveys, focus groups with parents/carers , school based staff, children and young people. It also encompassed direct observation of cluster interventions and supports.

- A cluster 'coffee and cake' event took place in February 2023, with a range of stakeholders invited to share good practice, identify trends/issues and feed into the cluster improvement priority identification and needs analysis.

- An attendance survey was conducted in March 2023, sent to all parents/carers. Staff interviews also took place with the FESA in identified establishments to capture the views of staff on why children and young people do not attend school.

- Tracking and monitoring takes place termly for the cluster, with the data forming the cluster data dashboard that provides and outward look against virtual comparators clusters to form improvement. It is this triangulation of evidence and support that drives forward the cluster improvement priorities.

Cluster 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	By the **end of 2025**, almost all establishments will have embedded nurture, resilience and trauma informed practices, through robust universal wellbeing systems to support our children, young people and families.
Person(s) Responsible Who will be leading the improvement?	**CIIL, Cluster Chair, Heads of Establishments, Ed Psych, CL&D, members of Cluster Working Parties**

NIF Priority:	2
NLC Priority:	3
PEF Intervention:	N/A

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

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

Our rationale is to improve the wellbeing of children and young people, ensuring they are loved, nurtured and empowered to thrive in all aspects of their lives. We will work collaboratively with children, their families and our partners to ensure our children have the best start in life and are supported to their full potential. We will do this by making sure we have the right supports available, at the right time through a strengthening of the GIRFEC staged intervention model and by working together to reduce inequalities and the impact of poverty.
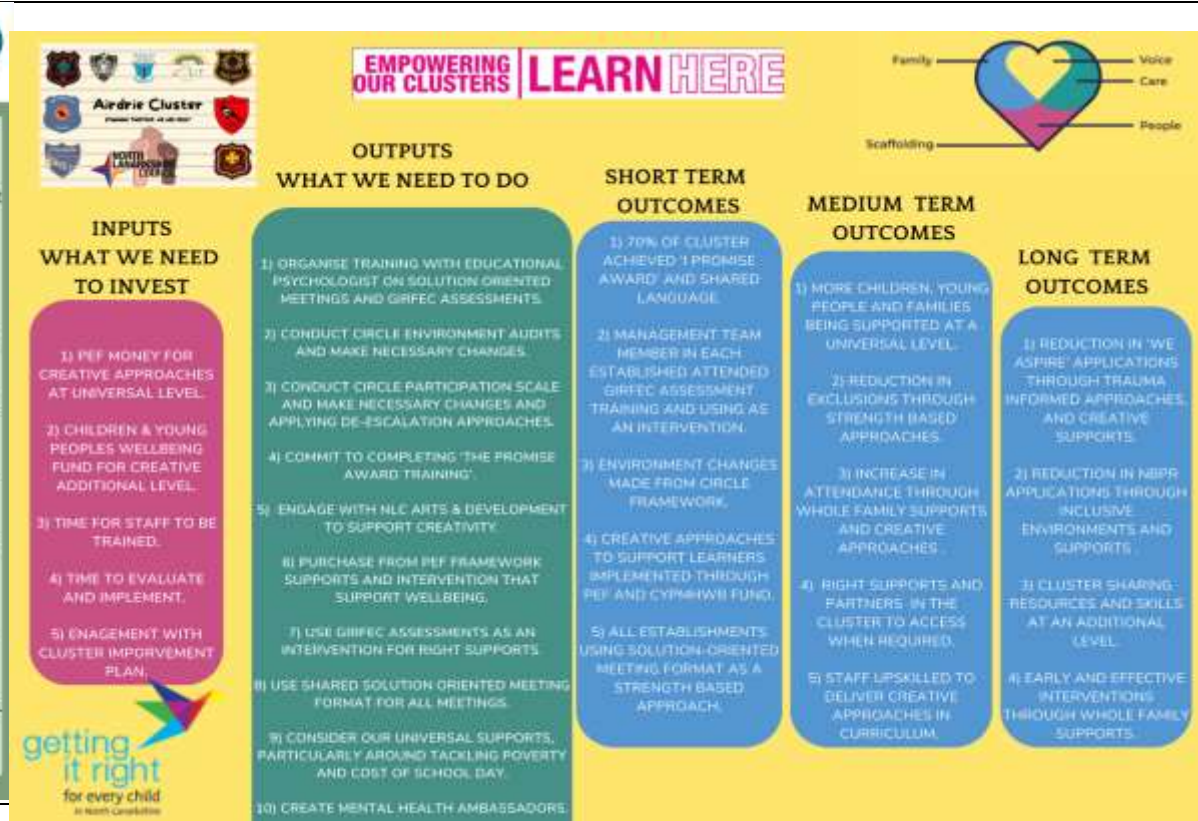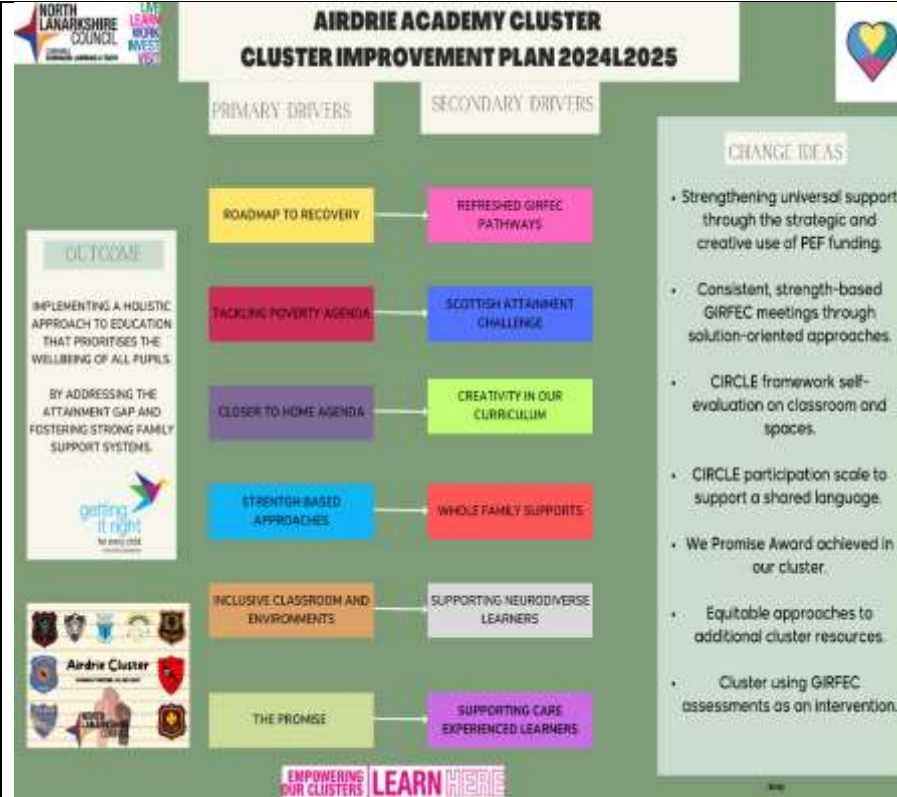
The Promise

Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes, and in turn, the life chances of these vulnerable learners.

Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately, and working collegiately to ensure supports are in place for children, young people and their families as required.

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**.

Short-life working party. Children and Young People's Mental Health & Wellbeing Fund (CYPMHWB), P6-S6 Counselling Budget, P4&P5 Play and Art Therapy Budget.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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)		
By **June 2025** all learners will benefit from **all staff** having an increased awareness of The Promise. GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning. Children and young people who are care experienced will have more informed dialogues with staff, which lead	The Promise By the end of **August 2024,** Cluster Chair will have attended an information session on the award. By the end of **August 2024,** Cluster Chair/CIIL will complete and return information on their specific plan for delivery within own cluster. By end of **September 2024,** CIIL or nominated staff member will have participated in two half day training sessions. By **February 2025, all** staff will have participated in presentation sessions one and two of the Keeping the Promise Award **By June 2025, most** staff will have completed e-learning module.	Quantitative Evaluation will be completed on conclusion of training. Recording and reporting of number of staff attending training sessions. Percentage of staff completing e-learning module (I Promise Award). UNCRC Awards Outcome Measures Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions. Outcomes Star information Qualitative Case studies		

to informed planning within the school and cluster.	**By June 2025, the majority** of schools in the cluster will achieve the Keeping the Promise Award.	Anecdotal evidence Views or feedback from children, young people and their families		
By **April 2025**, <u>almost all</u> establishments will have developed their Additional support level of GIRFEC Planning. GIRFEC Wellbeing Indicators understood and used by all staff, partners, children and families *(HGIOS 3.1, 2.5, 2.7, Roadmap to Recovery).*	<u>Solution Oriented Approaches</u> By **October 2024, almost all** establishment SMT and the **majority** of PTPS team and wider Core Cluster teams will attend <u>two</u> twilight training sessions on solution-oriented approaches led by Educational Psychologists. *18th 25th Sep* *1:30pm – 4:30pm.* By **December 2024, almost all** CYP presented to cluster level planning will have followed a solution-oriented approach with shared paperwork being used across the cluster. <u>GIRFEC Refresh</u> By **December 2024, a minimum** of one key person from every establishment in the training will attend <u>four</u> GIRFEC refresher training sessions *23rd Oct, 6th Nov, 20th Nov, 4th*	**Quantitative** + All participants will complete pre and post Microsoft Forms to measure their understanding. + A sample of minutes from each establishment will be requested in January 2025 for review. + Track the number of key persons attending GIRFEC refresher training from each establishment. + Target: 100% of establishments represented at GIRFEC training. **Qualitative** + CIIL, Ed Psych and CL&D colleagues will reflect on the use of solution-oriented meetings at		

	Dec *1:30pm – 4:30pm.* By **December 2024**, A cluster portal will be created to frame universal, additional, and intensive supports across Airdrie within the GIRFEC framework.	establishment levels in December 2024 and April 2025.		
By **June 2025**, <u>the majority</u> of schools in the cluster will use a refreshed 'Cost of the school' day policy to support our families living in poverty holistically. *(Towards a Fairer North Lanarkshire 2023 – 2026 Strategy)*	<u>Cost of the School Day</u> By **December 2024,** the cluster working party will collate information on the cost of the school day from the community and schools. By **December 2024, the cluster working party** will link with NLC Tackling Poverty Team and Airdrie Community Board explore financial education programme, Local Outcome Improvement Plan for poverty, MACA and financial awareness sessions in our schools By **March 2025**, a draft 'Cost of the school day' policy will be shared across the cluster for consultation, built upon holistic, whole family supports.	**Quantitative** + Policy adoption rates will be monitored. **Qualitative** + Collect qualitative feedback during the consultation phase to understand stakeholder perspectives and suggestions.		

	By June 2025, most schools will adopt the policy within their establishment.			
By **December 2026,** staff and partners will have created an environment where all children feel secure, respected and listened to *(Roadmap to Recovery, HGIOS 3.1 and 2.7).*	<u>Circle Approach</u> **By September 2024, almost all** establishments will complete the Circle Environment Audit. **By May 2025,** the cluster working party will identify key and recurring themes from the audits and a plan of action. **From October 2024, almost all** Cluster planning meetings, We Aspire or NBPR Applications will include the Circle Participation Scale. <u>Supporting Mental Health and Inclusion</u> **By September 2024,** a short-life multi-agency subgroup, including CL&D and Ed Psych, will be formed to map resources and identify gaps in supporting anxiety at different levels. The group will review use of emotional literacy programmes across the cluster and CLPL	<u>**Quantitative**</u> + Collate Circle audits and calculate scores for different social, physical, and environmental audits from across establishments. + Cluster working party to gather feedback from class teachers on changes made to their environment and impact with learners in October 2024 and February 2025. + % of applications for We Aspire and NBPR recorded and compared to previous years. + **Almost all** establishments in cluster will reach their MAP attendance target in session 2024l2025. + Data from the SRAS-R will be analysed by the		

	gaps such as LIAM and trauma informed practice. **By March 2025,** the short-life group will present findings to the wider cluster to target ongoing use of the CYPMHWB funding and alignment to CL&D plan themes of family learning and health and wellbeing. **By April 2025, almost all** staff across the cluster will complete the Stage 1 [Time for Inclusive Education (TIE) LGBT CLPL](). Improving pupil attendance **By October 2024,** a**lmost all** schools in the cluster will complete the Attendance Self-assessment Tool using the [Forth Valley and West Lothian RIC]() documentation. **By November 2024**, a parent/carer pupil attendance online survey for all stages will be created. **By February 2025,** this will have been shared across the cluster, using [Glasgow EBSA]() survey as a template. **By December 2024, 20% of**	working party. + Data from the EBSA parent/carer survey will be analysed. **Qualitative** + Feedback from the work of the short-life multi-agency working group across the wider cluster and partners. + Mental Health Ambassadors will provide feedback on their HWB/PSE Programmes within their schools.		

	children and young people who are 'non school attenders' (less than 40%) will have a [School Refusal Assessment Scale](#) questionnaire (SRAS-R) completed.			
By **June 2025**, <u>almost all </u>schools will have developed a RAG plan for Learning, Teaching, Assessment and Moderation following their self-evaluation.	<u>Learning, Teaching, Assessment and Moderation</u> **By October 2024**, a sub working party group will be created to lead on moderation across the cluster. **By October 2024**, **almost all** schools will begin to complete the West Partnership [Self-evaluation toolkit](#) for Moderation. **By December, almost all** schools will engage in cluster moderation across Learning Intentions and Success Criteria. **By June 2025, almost all** schools will create a plan for improving assessment and moderation practice, aligned to the key stretch aim across West Partnership for progress in attainment and closing the poverty related attainment gap.	<u>**Quantitative**</u> + **Almost all** staff across the cluster will complete pre and post evaluations on their engagement with the Learning, Teaching and Assessment Cycle. + Almost all schools will complete their self-evaluations and RAG their status. This will be used to by the subgroup to match schools for outward moderation. <u>**Qualitative**</u> + Schools will feel supported in their feedback to develop their moderation plan for 2025l2026, through improvement visits by CIIL and working party.		

Final evaluation:				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	By June 2024, Update and refresh whole school curriculum rationale to include an enquiry approach to teaching and learning, incorporating outdoor learning for all classes. All stakeholders will be consulted to update the school vision, values and aims taking into account the current political landscape, and relevant approaches to pedagogy. To meet the needs of learners across all stages. *(Year 2)*
Person(s) Responsible Who will be leading the improvement?	**SMT and all teaching staff**

(Please insert the relevant information below using the codes above)	
NIF Priority: Improvement in skills and sustained positive school leaver destinations for all young people	**NIF Driver:** Curriculum & Assessment School and ELC Improvement

NLC Priority:	**QI:** 2.2 Curriculum 3.2 Developing creativity and skills for life
PEF Intervention: Social and emotional wellbeing. Employability and skills development.	**Developing in Faith/UNCRC:** Article 3 – best interests of the child Article 6 – life, survival and development Article 12 – respect for the views of the child Article 28 – right to education Article 29 – goals of education Article 31 – leisure, play and culture

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

To continue to improve attainment within Literacy and Numeracy, and to further meet the needs of learners within our establishment, a refresh of the curriculum would allow us to adapt current pedagogy to incorporate an enquiry approach to learning which would allow learners to become critical thinkers, providing opportunities for meta skills and skills for life, learning and work to be developed.

Through increasing parental engagement last session, parent/carers have a deeper understanding of the curriculum and how it is taught and are now able to give an informed opinion to contribute to an update of our school vision, values and aims, created in 2019, to reflect learners, parents/carers, staff and the current educational landscape, to best suit the needs of all.

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**.
PASS Assessments?

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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 benefit from engaging within a curriculum which has an agreed pedagogical approach providing equity with the 7 Design Principles embedded, ensuring that each child's unique needs are being met.	**Curriculum and Assessment** Learner consultation using HIGIOS to gather pupil voice in relation to refreshing the curriculum.	**Quantitative** Learners Formative and Summative assessment results. Class teacher and SLT observations. Staff Formative and Summative assessment results. Teacher Professional Judgement (TPJ). **Qualitative** Learners		

	Learner and parent/carer consultations in relation to the 4 capacities. Consultation with all stakeholders to revise the school vision, values and aims. Collegiate staff working to monitor consistency of pedagogy within class planning. SLT to monitor and track curriculum design and pedagogy during learning rounds.	Increase in learner engagement across the curriculum. Staff Tracking and monitoring dialogue.		
Learners within Primary 1-7 will benefit from improved pedagogical practice in Numeracy with the incorporation of enquiry and exploration based learning within learning experiences.	**Curriculum and Assessment** Integrate play based and exploratory pedagogy within Numeracy in P.1-7. Facilitate opportunities for play and exploration within the Numeracy learning context. Staff to engage in CLPL to improve staff knowledge of practice and pedagogy. Regular collegiate moderation to monitor consistency and progression within pedagogy within Numeracy. MALT assess all P.1-7 at the beginning of session to gather baseline data to monitor and track impact on attainment across the year. Use MALT data at beginning and end of session to track progress in attainment in comparison to previous academic years.	**Quantitative** Learners Formative and Summative assessment results. MALT assessment data. SLT observations. Monitoring & Moderation. Learner feedback. Class teacher and SLT observations. Learner engagement in critical thinking and exploratory play learning experiences. Formative and summative assessment results. ACEL Data. Self-evaluation information using "How Good is our Play for Learning". Staff Formative and Summative assessment results. MALT assessment data Observations - TPJ. Levels of staff participation/ engagement in CLPL. Evaluations and feedback.		

		PRD discussions.		

		Pre and post staff questionnaires. **Qualitative** <u>Learners</u> Increase in learner engagement across the curriculum. <u>Staff</u> Tracking and monitoring dialogue.		

Learners across all stages will benefit from participating in regular Outdoor Learning experiences, having opportunities to learn within a multisensory learning environment to promote creative thinking.	**Curriculum and Assessment** Timetable and safeguard regular opportunities for classes across the school to access the woodland area and local environment. Provide learning opportunities where learners can engage in exploratory play and critical thinking within a natural environment. Provide CLPL for staff to improve staff knowledge of practice and pedagogy. Collegiate working to create a space and utilise the outdoor environment to support and challenge open-ended provocations which spark interest and aid exploration and enquiry	**Qualitative** Learners Observations. Feedback from learners. Creative contexts developed with staff within a range of stimulating and multi-sensory experiences. Staff Feedback from learners, Observations. **Quantitative** Learners Leuven Scale. PASS Assessments Staff Leuven Scale. PASS Assessments.		
Learners will benefit from a curriculum which has clear links to the world of work (DYW) and which promotes the development of Meta skills for the future.	**Curriculum and Assessment** Evaluate and revise current progression pathways for Developing the Young Workforce (DYW). Include Meta Skills within DYW progression pathways. Termly planning to include more opportunities for high quality learning experiences within the DYW context, embedding the Meta Skills for lifelong learning and work.	**Qualitative** Learners Application of skills within a variety of challenging and creative contexts. Staff Increased knowledge and understanding and improved pedagogy.		

Final evaluation:

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 2024, increase the number of learners on track within reading from 83.34% to 90%. All stages will participate in learning experiences based on high quality pedagogy focussing on comprehension to meet the needs of all learners across all stages.

Person(s) Responsible Who will be leading the improvement?	**SMT and all teaching staff**

(Please insert the relevant information below using the codes above)	
NIF Priority: 5. Improvement in attainment, particularly in literacy and numeracy.	**NIF Driver:** 4. Curriculum and assessment
NLC Priority: 1 Improvement in attainment, particularly literacy and numeracy.	**QI:** 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support
PEF Intervention:	**Developing in Faith/UNCRC:** Article 3 – best interests of the child 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 a priority? What data did you have to support this?

We currently have 16.66% (26 pupils) learners who are not on track for reading, whilst this has improved by 3.84% since session 23-24, there is still the need to further close this gap across all stages and maintain progress made by learners.

From teacher professional judgement and SNSA Literacy data, staff have identified the need to build upon understanding and comprehension linked to reading across all stages. Across P.1, 4 and 7 there are 29.8% of learners reading below their expected reading age.

We previously streamlined our literacy programme to allow for breadth and progression across all stages and now going forward the foundational skills for comprehension and understanding texts needs to be a focus within the literacy programme within the school year.

Currently we have 22.43% (35 pupils) learners who are not on track for writing. Our aim is to close this gap within writing within the next two years by focussing on comprehension, based on theory from Gough & Turner, that a better understanding of what has been read will strengthen skills within writing.

By upskilling staff through CLPL opportunities in order for them to implement high quality learning experiences including current and relevant pedagogy, we hope to continue to close the gap within reading, which will filter into an increase in pupils on track for writing.

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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**.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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 benefit from improved pedagogical practice within reading sessions.	**Curriculum and Assessment** Staff working party to create a P.1-7 overview of the literacy programme to include regular opportunities to teach the skills to improve comprehension, in addition to core reading sessions. Quality assurance learning rounds will monitor the implementation of effective high-quality teaching and learning. YARC assess all P.2-7 learners at the beginning of session to gather baseline data to monitor and track impact on attainment across the year. Use YARC data at the end of session to track progress made across the session. **Teacher Professionalism** Staff engage in CLPL to improve skills and knowledge of practice and pedagogy.	**Quantitative** Learners Formative and Summative assessment results. YARC data. SLT observations. Monitoring & Moderation. Learner feedback. Class teacher and SLT observations. ACEL data Staff Formative and Summative assessment results. YARC data. Teacher Professional. Judgement – Observations. Levels of staff participation/engagement in CLPL. Evaluations and feedback. PRD Discussions. **Qualitative** Learners Increase in learner engagement. Staff Tracking and monitoring dialogue.		

The 22.39% of learners across P.2-7 who lie within the "Not Yet" section of the New York Model will benefit from enhanced class planning within Literacy sessions.	**Curriculum & Assessment** Staff across P.2-7 will tailor comprehension focused literacy sessions to further support targeted learners. Support for learning teacher to work with targeted learners. Read, Write, Ink used as an intervention tool. **Performance Information** YARC assessments and PM Benchmarking assessments will be used to track chronological reading age to gauge impact of universal support from class teachers. **Teacher Professionalism** Staff to engage in CLPL to enhance their knowledge and understanding of interventions and support programmes.	**Qualitative** Learners Increase in learner engagement within literacy. Staff Tracking and monitoring dialogue. **Quantitative** Learners Formative and Summative assessment results. YARC assessment data. PM Benchmarking data. Class teacher and SLT observations Tracking, monitoring and moderation. ACEL data., Learner feedback. Staff Formative and summative assessment results. YARC assessment data. PM Benchmarking data. Progression pathway planning. Teacher Professional Judgement (TJP) – Observations. Tracking and monitoring dialogue.		

Learners will benefit from staff participation in moderation of pedagogy across all stages.	**Teacher Professionalism** Staff will moderate practice and pedagogy termly to ensure that there is consistence of approaches. A shared pedagogy approach created collegiately by staff working party groups and used during quality assurance visits.	**Qualitative** Learners/Staff Increase in learner engagement within reading sessions. **Quantitative** Staff Professional dialogue. Staff questionnaires. Quality assurance (learning round) dialogue.		
Learners will benefit from increased parental engagement.	**Parent/Carer Involvement and Engagement** Increase awareness with our families of the importance of reading at school and at home. Staff create prompt cards to be used during "Stay and Read" sessions with comprehension discussion points Host parental/family "Stay and Read" sessions across all terms, using prompt cards to guide meaningful discussion. Gather parental feedback in relation to reading at home and signpost/provide support.	**Qualitative** Learners Increase in motivation and engagement within reading sessions. Feedback from parents/carers on reading events and how we could improve or what they would like to be covered in the future.		

Learners will benefit from the promotions of positive reading habits.	**School Improvement** Ringfence protected time throughout the week for reading for enjoyment sessions to increase the profile of reading. Raise the profile of reading by awarding positive reading habits with weekly certificates. Build a library space and timetable classes to have access throughout the week. Build upon the current provision of books to create a library which hosts a wide variety of genres and titles.	**Qualitative** Learners Increased motivation and engagement within reading. Staff Professional dialogue.		
Final evaluation:				

| **Nursery Priority**: Long Term Outcome
What do you hope to achieve? What is going to change? For whom? By how much? By When? | Recent changes within the Early Years sector have resulted in significant changes to our staff team. As a result, it would be beneficial to focus on embedding our Nursery ethos and values, including the Right of the Child, Realising the Ambition, Being Me and the Curiosity Approach across the entire establishment.

Being a golds Rights Respecting Nursery, we aim to be consistent in the upholding all of our young learners' rights and have these at the centre of all we do.

By June 2025, we aim to provide high quality learning experiences which include interactions, experiences and a variety of spaces being used for 100% of learners.

As curiosity is an innate desire to learn, explore, discover and grow, we aim to encourage this fundamental skill and to promote opportunities for all learners to enquire, ask questions, embrace new challenges and seek out new experiences.

We aim to keep all our learners at the very centre of our provision ensuring we promote a clear understanding of curriculum progression and continuity in children's learning and development. |

Person(s) Responsible	**Nursery Lead and all Nursery Staff.**
Who will be leading the improvement?	

(Please insert the relevant information below using the codes above)	
NIF Priority: Placing the human rights and needs of every child and young person at the Centre of education.	**NIF Driver:** School and ELC Improvement
NLC Priority: School and ELC Improvement	**QI:** 1.1 Self-evaluation for self-improvement 3.3 Developing creativity and skills for life and Learning.
PEF Intervention: N/A	**Developing in Faith/UNCRC:** Article 3 - best interests of the child Article 12 – respect for children's views Article 13 - freedom of expression Article 31 - leisure, play and culture
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: N/A	

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

Due to recent changes to the Early Years workforce, we feel it is necessary to build the capacity within the new staff team by exploring the pedagogy and ethos from recent documents to support building new, refreshed values and ethos. As our learners are at the heart of all we do at New Monkland Nursery, creating a shared vision and set of values, with the UNCRC at the heart will ensure this is sustained. This will set the expectation for continued high quality provision as well as adapt and welcome new staff with new skillsets and strengths to enhance the experiences for all learners.

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**.
 Nursery not allocated PEF funding by NLC. Any items needing purchased will be from parental donations and fundraising.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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)		

Increase in staff knowledge and confidence to and build and develop a strong ethos and values to meet the needs of all learners.	Teacher and Practitioner Professionalism Staff will collegiately work together to oversee designated areas. In consultation with learners, staff will create a shared set of values to positively enhance the ethos of the establishment.	**Quantitative** Floor books Staff PDR Professional Dialogue Staff Champion areas Staff workshops **Quantitative** SWOT analysis Termly data Staff questionnaire		
Increase in skills and confidence.	ELC Improvement Improvement in children's learning and development.	**Quantitative** Observation/ Children's adventure floor books. Parental feedback.		
Increase in parental engagement and involvement.	Parent/Carer Involvement and Engagement Partnerships and Family learning. Parent/Carer Involvement and Engagement. Home learning opportunities Parental workshops	**Quantitative** Parental participation and involvement. Shared vision Sharing of skills		
Final evaluation:				

NORTH LANARKSHIRE COUNCIL **PEF ALLOCATION:** £26,950

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EDUCATION & FAMILIES
EQUITY PLAN 2022-23

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SAC RESOURCE: N/A

RATIONALE FOR EQUITY PLAN				
Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**. Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.				
Link to Improvement Plan	**Detailed Costings**	**Priority/Description**	**Intended Outcome/Impact**	**Evidence/Measures**
			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

Individuals/target groups will benefit from staff knowledge and understanding of continuous progress of attainment across the targeted areas of HWB, Literacy, Numeracy/Mathematics, to ensure we raise attainment for all and work towards closing the poverty-related attainment gap further.	(0.6) FTE PEF match funding teacher NLC paying half and the other half paid from PEF with a rough costing for our PEF budget being a total of £18.000 for session Aug 23 – June 24 (O.2) allocated from PEF for probationer giving us a 1FTE has also now allowed for the release of an experienced teacher to deliver writing across the whole school for NCCT with a focus on continuing to raise attainment for our identified target children/groups. Writing is a target area across our cluster also. Our current data for the whole school population is *Writing – 74% of school population on*	Additional staffing (0.6FTE) allows for an experienced (1FTE) teacher to be released from class to support children experiencing difficulties in HWB, literacy/numeracy, mathematics. With the support of the SMT/cluster the teacher will analyse attainment data regularly to evidence impact of progress and interventions being used. This should result in identified individuals/target groups making progress and narrowing the attainment gap for this cohort of learners.	Our planned use of PEF for this session is to fund a 0.6 teacher as our evidence from the past 2 years has already shown the positive impact this has made to individuals/target groups whilst working towards closing the attainment gap. Below is an overview of the whole school population and the progress made last session 22/23 as individuals/target groups are included within this data: *Reading – 75% of school population on track (Majority) – up 6% on last session* *Writing – 74% of school population on track (Majority) – up 9% on last session* *Talking & Listening 83% of school population on track (Most) – up 11.3% on last session* *Numeracy – 86% of school population on track (Most) – up 7% on last session* *Mathematics – 87% of school population on track (Most) – up 5% on last session HWB – 94% of school population on track (Almost all) – up 6% on last session* We have highlighted the individuals/target groups using the New York (NY) model and teacher professional judgement to gather robust data and data that specifically highlights where the gap lies in the areas of HWB, Literacy, Numeracy/Mathematics. Example of an aspect of the NY model is below:	Baseline assessments at the beginning of the year. Further assessments appropriate to specific needs will be conducted throughout the year to further gather assessment evidence in supporting teacher professional judgement. Assessments conducted *may* include, but not inclusive to: YARC MALT CEM PM benchmarking RWI RTIC SWST SNSA Class assessment evidence Primary Maths Assessment Leuven scale observations (before/after) Systems Progress & Achievement (ACEL) SDQ School TPJ online tracking system Termly monitoring and tracking of attainment meetings with staff. High quality assessments will also be implemented termly and moderated in house, beyond the cluster and the West Partnership to ensure validity and

	track (Majority) – up 9% on last session, however we aim to continue to raise attainment in this area so that (most 75% – 90%) of our children are attaining in writing.		**Lots to Do** Below national expectations academically – children with a variety of complex needs and/or circumstances/ experiences making it difficult for them to attain. **Aim** Get children into a position where with a prolonged – intensity of concentrated, different inputs over time they could attain. (PEF use to achieve this) Our aim is to focus on the individuals/target groups who have lots to do (as above) in the hope that these children should continue to achieve success with the level of support/interventions that are in place for them to do so (equity). **Poverty Related Attainment Gap:** 12 children (7.8%) across the school population in SIMD 1 & 2 23 children (14.7%) across the school population in receipt of FSM/CG 4 children (2.6%) across the school population in receipt of CG only.	reliability of achievement of a level for target children/groups. New York model to identify gaps and target support timeously.

Appendix 1:
When considering your Cluster and 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 & HGIOELCC	National Improvement Framework: priorities and drivers

| 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
Specific to HGIOELC
3.2: Securing children's progress
3.3: Developing creativity and skills for life

PEF INTERVENTIONS

1. Early intervention and prevention
2. Social and emotional wellbeing
3. Promoting healthy lifestyles
4. Targeted approaches to literacy and numeracy
5. Promoting a high-quality learning experience
6. Differentiated support
7. Using evidence and data
8. Employability and skills development
9. Engaging beyond the school
10. Partnership working
11. Professional learning and leadership
12. Research and evaluation to monitor impact

Education and Families Priorities

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
5. Improved outcomes for vulnerable groups

NIF Priorities
1. Placing the human rights and needs of every child and young person at the centre of education
2. Improvement in children and young people's health and wellbeing;
3. Closing the attainment gap between the most and least disadvantaged children and young people;
4. Improvement in skills and sustained, positive school leaver destinations for all young people
5. Improvement in attainment, particularly in literacy and numeracy.

NIF Drivers
1. School and ELC Leadership
2. Teacher and Practitioner Professionalism
3. Parent/Carer Involvement and Engagement
4. Curriculum and Assessment
5. School and ELC Improvement
6. Performance Information

Developing In Faith

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.

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.