Driving Equity and Excellence
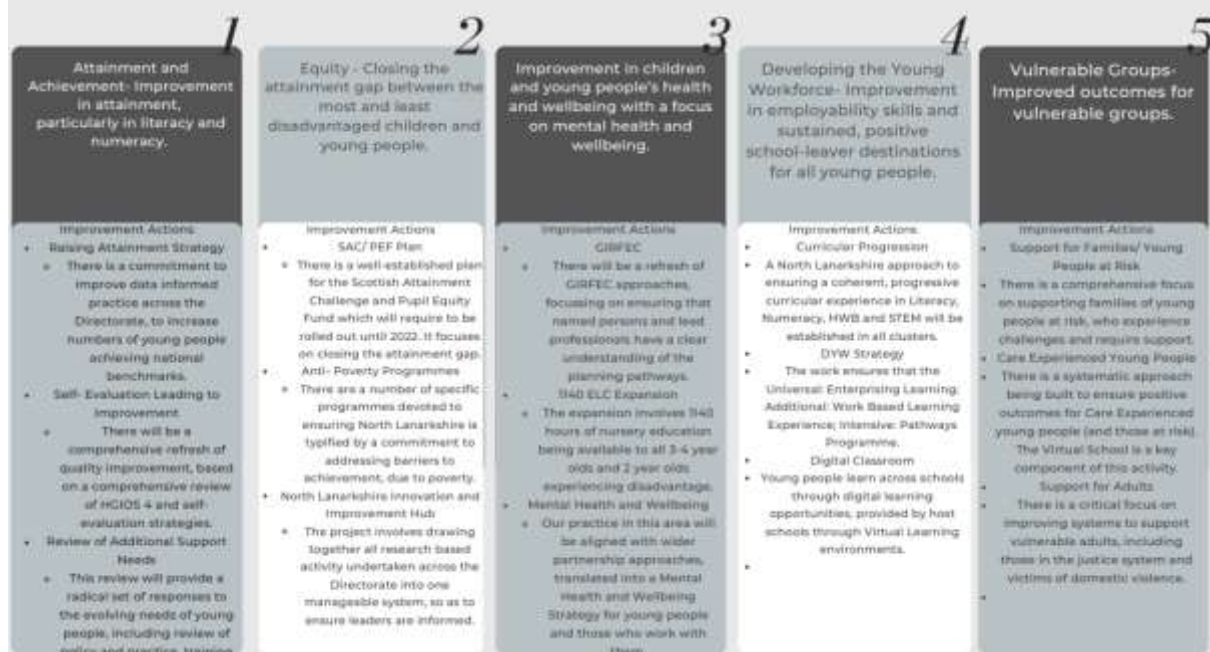
Improvement Action Plans

Session 2025-26

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

Improvement Plan Summary	
School Priority 1:	Increase attainment in writing from 81% to 86% by June 2026 initially, as measured through the combined ACEL (Achievement of Curriculum for Excellence Levels) data for P1, P4, and P7, supported by robust teacher professional judgement. (Year 1)
School Priority 2:	Increase attainment in mathematics from 87.9% to 95% by June 2026 initially, as evidenced through combined ACEL (Achievement of Curriculum for Excellence Levels) data for all stages, underpinned by validated teacher professional judgement. (Year 1)
School Priority 3:	Learners in identified target groups across P1–P7, representing approximately 8.8% of the school population, will demonstrate improved readiness to learn in year 1, with a particular focus on enhanced talking, listening, and wellbeing skills. (Year 1)
Nursery Class Priority:	As we continue to build and strengthen our staff team, our key focus will be on improving the quality of play and learning by embedding consistent, informed, and reflective practice across the setting. This will ensure a shared understanding of high-quality early years pedagogy, promote positive outcomes for all children, and create a safe, nurturing, and engaging environment where every child can thrive.

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.

School Vision and Values

<u>**Values**</u>

The principles and ethos of UNCRC is fully embedded across our school and nursery and following consultation with all stakeholders across our learning community in 2025, our values were updated in line with what we represent as a school and nursery, and these are fully embedded in our practice across both our school and nursery.

Nurture – Mindful – Passion - Successful

We feel these best embody the life and learning that takes place at New Monkland Primary School and Nursery Class, where we endeavour to create a place where everyone feels **NURTURED** within a **MINDFU**L environment, where learner's **PASSION** can be fostered to allow them to be **SUCCESSFUL**. These values are also embedded further into our ethos and actions through our status as a Gold awarded 'Rights Respecting School' (RRS).

<u>**Vision**</u>
At New Monkland Primary School and Nursery Class, we are committed to providing the highest quality learning experiences for all our children by providing and developing a welcoming and friendly environment, where all stakeholders feel valued and able to have their voices heard. We ensure that we provide an inclusive and safe environment where learners encouraged to meet their full potential. We are ambitious, innovative and dedicated in supporting and educating all our children by providing opportunities for growth and development, within and out with the curriculum, with a focus on children's interests, so that ALL children can achieve their full and individual potential, working in partnership with parents/carers and the wider community. We work effectively together as a team to provide high quality, meaningful and relevant learning experiences, in a fun and happy environment, setting aspirational goals, where everyone is given opportunities to achieve excellence and celebrate success.

<u>**Aims**</u>
We aim to continually modify, develop and upskill our existing very good practice within learning, teaching and assessment, through reflective, significant, career long professional development, to allow us to implement

innovative and inclusive learning opportunities to raise attainment and achievement across the school and nursery. We are passionate and motivated in supporting learners in realising their full potential, where we actively seek new opportunities to inspire and motivate learners to achieve within the curriculum, and to build skills and knowledge for life beyond school, providing opportunities to learn digital and financial skills in preparation for employment. We foster attitudes of lifelong learning to encourage learners to realise their full potential through the curriculum and by collaborating with the community and beyond.

By promoting and increasing parental and community involvement through partnerships and events, it allows us to utilise their skills to support both our school and nursery, fostering mutual respect, ensuring children's dignity and values, providing a safe, happy and thriving school and nursery experience. By embedding the principal and ethos of the UNCRC, we promote inclusion by welcoming, valuing and supporting a range of individual needs and diversity, and fostering tolerance and understanding of the beliefs and cultures of others. We celebrate success by respecting the rights, dignity and values of all and we ensure all learners 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 25/26 is £26,950. This session will use our PEF to fund a 0.2 probationer teacher which will allow an experienced member of staff (PT) to be released from class to work part time across the week targeting various learners across the staged intervention process.

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)

Details of consultation: Pupils/Parents/carers/staff/stakeholders
We provide a secure and stimulating environment where the children 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 Parent Partnership group. They fully engage in the life and work of the school and nursery, and they are incredibly supportive of our 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 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 highlights our good news stories also. 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, X, our website and text messaging. 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 individual 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 know they can approach us regarding anything, and they will be supported by us as best as we can.

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)
During session 24/25 our attendance was on average 95.1% which is above the NLC average of 92.6%.

We have **zero exclusions** as most our staff are skilled and are guided and supported by the Head Teacher, and we are now trained in various interventions/de-escalation strategies and trauma planning which we can do through our universal offering. We have a warm, caring/nurturing culture across both the school and nursery, and this is cascaded throughout our whole community and across 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 the improvements we have made particularly with regards to attainment data and our attendance year on year along with our many other achievements.

Whole School data story:

Reading – 92.94% of school population on track (almost all) – up 9.61% on last session
Writing – 82.05% of school population on track (most) – up 4.49% on last session
Talking & Listening 91.66% of school population on track (almost all) – up 1.92% on last session
Numeracy – 91.02% of school population on track (almost all) – up 2.56% on last session
Mathematics – 91.66% of school population on track (almost all) – up 2.55% on last session
HWB – 95.5% of school population on track (Almost all) – up 2.55% on last session

0 children across the school population in Q1
11 children (7.05%) across the school population in Q2
16 children (10.25%) across the school population in Q3
10 children (6.41%) across the school population in Q4
0 children (7.8%) across the school population in Q5
22 children (14.10%) across the school population in receipt of FSM
24 children (15.38%) across the school population in receipt of CG

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 ot be completed but will provide an overview of your improvement journey.)

	Priority 1	Priority 2	Priority 3
Year 1: Session 2025-2026	Increase attainment in writing from 81% to 86% by June 2026 initially, as measured through the combined ACEL (Achievement of Curriculum for Excellence Levels) data for P1, P4, and P7, supported by robust teacher professional judgement. (Year 1)	Increase attainment in mathematics from 87.9% to 95% by June 2026 initially, as evidenced through combined ACEL (Achievement of Curriculum for Excellence Levels) data for all stages, underpinned by validated teacher professional judgement. (Year 1)	Learners in identified target groups across P1–P7, representing approximately 8.8% of the school population, will demonstrate improved readiness to learn in year 1, with a particular focus on enhanced talking, listening, and wellbeing skills. (Year 1)
Year 2: Session 2026-2027	Since Year 1 aims to build initial momentum, Year 2 should consolidate progress and focus on embedding consistent practice and accelerating gains.	Review Year 1 attainment data and identify trends, gaps, and groups requiring targeted support. Share effective classroom practice and interventions across all stages.	Deepen and embed approaches that support improved readiness to learn, with particular emphasis on sustained progress in: Talking and listening skills, Emotional regulation and wellbeing and Engagement and participation in learning.
Year 3: Session 2027 - 2028	Consolidate successful strategies from Years 1 and 2. Ensure high-quality teaching approaches are embedded consistently across all stages. Maintain focus on genre-specific writing and progression of skills.	Sustain and Embed Consistent Practice Maintain high-quality, evidence-based teaching of mathematics across all stages. Embed previously successful strategies and ensure consistency across classes and year groups. Ensure coherent progression pathways from early to second level, particularly in number, problem solving, and reasoning.	Ensure that learners in target groups: Sustain progress in communication and wellbeing skills, show greater independence, resilience, and emotional regulation, are fully integrated in classroom learning and leadership opportunities and that staff and systems are equipped to maintain and scale effective practice.

2025-26 Improvement Plan

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Increase attainment in writing from 81% to 86% by June 2026 initially**,** as measured through the combined ACEL (Achievement of Curriculum for Excellence Levels) data for P1, P4, and P7, supported by robust teacher professional judgement. Medium term changes Who: Classroom teachers across P4 and P7., Literacy lead/LTA coach, Cross cluster moderation learning trios. What: Improved teaching approaches, such as: embedding consistent formative assessment. Implementing explicit writing instruction aligned with developmental writing progressions. Using effective questioning techniques to deepen learners' thinking and writing quality. Staff Professional development focused on: Shared understanding of writing standards. Strategies to support and challenge all learners. Moderation and data analysis for consistent professional judgements. Longer term changes Who: Learners — particularly those needing support in developing foundational writing skills. Requiring challenge to extend their thinking and expression. What: Improved learner experience, such as: Increased engagement and confidence in writing tasks. Greater independence and creativity in written expression. More equitable access to high-quality instruction and support. Higher proportion of learners achieving and exceeding expected levels. Cultural shift in writing across stages: Writing becomes more valued and visible in school life. Cross-stage consistency allows smoother progression and better transitions. Learners experience a coherent journey in writing from early to upper primary.
Person(s) Responsible Who will be leading the improvement?	All Staff, LTA coach and Literacy coach.

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

NIF Priority:	**NIF Driver:**
1. Closing the attainment gap between the most and least disadvantaged children and young people. 2. Improvement in attainment, particularly in literacy and numeracy.	1. Curriculum and Assessment 2. School and ELC Improvement 3. Performance Information
NLC Priority:	**QI:**
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	2.2 Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 3.2: Raising attainment and achievement
PEF Intervention:	**Developing in Faith/UNCRC:**
1. Targeted approaches to literacy and numeracy 2. Promoting a high-quality learning experience 3. Engaging beyond the school 4. Partnership working 5. Professional learning and leadership 6. Research and evaluation to monitor impact.	Article 3 - best interests of the child Article 6 - life, survival, and development

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

Attainment in writing has declined/increased slightly over 4 consecutive years at both P4 and P7, with P7 results particularly low at **65%**, and P4 at 75% which falls significantly below the National average (75%) and the Local Authority average (76.1%)**.** There is a clear downward trend in the number of learners achieving expected levels as they move through middle to upper primary. Analysis shows that learners in quintiles 2, 3, and 4 are not making expected progress. Additionally, 23.56% of pupils are demonstrating inconsistencies in their writing attainment, and 2.54% are currently not on track. To address this, the school will implement consistent, high-quality teaching approaches**,** supported by the Learning, Teaching and Assessment (LTA) Coach**,** with a focus on formative assessment and effective questioning in P4 and P7. These targeted strategies are intended to improve classroom practice, ensure appropriate support, and challenge for all learners, and raise overall attainment. The medium-term goal is to improve the quality of teaching and learning in writing. The long-term objective is to achieve a sustained increase in attainment**,** aiming for 89**%** of learners achieving expected levels by June 2028**.**

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.

MEDIUM/SHORT TERM OUTCOMES	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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 directly benefit from the focused improvement work in writing through increased access to high-quality, consistent teaching and learning experiences. In response to the decline in writing attainment, particularly at key transition points (e.g., P4 and P7), targeted actions will ensure learners: Experience greater consistency and progression in writing skills across the school, as teaching approaches are aligned and strengthened. Receive targeted support and challenge, based on their individual needs, through small-group and class-based strategies led by experienced practitioners. Build confidence and	Targeted Writing Workshops - Small group sessions focused on specific writing skills such as grammar, punctuation, sentence structure, or paragraph development. Use of model texts to analyse and emulate good writing. Regular Writing Practice - Frequent short writing tasks to build fluency and confidence. Daily journaling or writing prompts to encourage habit formation. Personalised Feedback -Detailed, constructive feedback highlighting strengths and areas for improvement. One-on-one conferences to discuss writing progress and set goals. Vocabulary and Language Development - Explicit teaching of vocabulary and varied sentence structures. Use of word banks or thesauruses to expand expression. Use of Writing Frameworks and Scaffolds - Graphic organisers (mind maps, storyboards) to plan writing. Sentence starters and writing frames to support structure. Peer Review and Collaborative Writing - Peer editing sessions to encourage critical reading and feedback.	Quantitative Data Writing task scores: Scores from regular writing assignments, quizzes, or mini tests. Error analysis: Count and types of errors (grammar, spelling, punctuation) reduced over time. Writing fluency measures: Number of words written in timed exercises. Attendance and participation rates: Tracking involvement in writing workshops or interventions. Standardized writing assessments: Results from school or district-wide writing tests. Progress against writing rubrics: Scores on detailed rubrics assessing different writing elements (structure, coherence, vocabulary). Portfolio reviews: Number of writing pieces meeting or exceeding expected standards. Summative assessment outcomes: Final grades or levels achieved in writing. National or standardized exam results related to writing. Comparison of baseline and end-of-year writing performance data.		

motivation in writing, supported by engaging, meaningful contexts that promote creativity, purpose, and audience awareness. Benefit from improved feedback and next steps, supported by enhanced formative assessment and questioning practices, leading to clearer understanding of expectations. Develop stronger foundational writing skills, enabling them to express themselves more effectively across the curriculum and in real-life contexts. Feel a greater sense of success and achievement, as writing attainment increases, supporting overall literacy competence and learner wellbeing.	Group writing projects to develop ideas collaboratively. Reading to Support Writing – Encourage wide reading to expose learners to different writing styles and vocabulary. Discuss texts to model good writing techniques. Technology Integration – Use of writing apps or platforms that offer grammar checking, writing prompts, and interactive exercises. Digital storytelling tools for creative writing. Parental/Carer Involvement – Engaging families to encourage writing at home. Providing resources or activities to support writing outside school. Teacher Professional Development – Training teachers on latest writing pedagogy and intervention strategies. Sharing best practices and resources across teaching staff. *(**Note – this is a universal target that ensures attainment improves for all learners)*	Qualitative Data Teacher observations: Notes on student engagement, writing habits, and application of taught skills. Student self-reflections: Journals or logs where students assess their own writing growth and challenges. Peer feedback summaries: Insights from peer reviews on writing improvements. Qualitative Data Writing samples analysis: Review of student portfolios over time to identify development in style, complexity, and coherence. Intervention session notes: Qualitative feedback from tutors or specialists on student progress. Student interviews or discussions: Gathering learners' views on their writing confidence and motivation. Qualitative Data Case studies: In-depth profiles of individual learners showing progression. Teacher and parent feedback: Reports on changes in learner's writing ability and attitudes over the year. Qualitative impact on other subjects: Evidence of improved writing skills transferring to other academic areas.		
Short Term Improved Writing Confidence Learners feel more capable and less anxious about writing tasks. Increased willingness to participate in writing activities. Better Writing Accuracy Fewer spelling, grammar, and punctuation errors. More consistent use of correct sentence structure.	Short Term Focus: Building confidence, correcting key issues, and increasing engagement. Baseline Assessment - Use writing tasks to identify current levels and specific areas of weakness (e.g., grammar, structure, vocabulary). Targeted Writing Tasks - Short, focused exercises to practise specific skills like sentence construction, punctuation, or paragraphing. Modelling and Shared Writing - Teacher-led demonstrations of how to plan and write high-quality texts. Frequent Feedback - Quick, constructive feedback to help students understand what's working and what to improve.	Short Term *Quantitative Tracking* Baseline writing assessment: Establish starting point. Weekly writing task scores: Track improvement in structure, grammar, vocabulary. Error frequency logs: Count and reduce errors in spelling, punctuation, sentence structure. Checklist progress: Use success criteria checklists (e.g., Did I use a variety of sentences?). *Qualitative Tracking* Teacher observations: Notes on engagement, confidence, independence during writing		

Enhanced Engagement and Motivation Learners enjoy writing more as they see quick progress. Positive reinforcement from early successes builds momentum. Clearer Expression of Ideas Students can better organize their thoughts in writing. Writing becomes more coherent and purposeful. Stronger Classroom Participation Improved writing leads to more confidence in contributing to discussions and responding to written tasks in other subjects. Medium Term Sustained Improvement in Writing Quality Development of style, tone, and structure appropriate to audience and purpose. Increased use of richer vocabulary and varied sentence types. Improved Academic Outcomes Better performance across the curriculum, especially in literacy-rich subjects like English, History, and Science. Higher assessment scores in writing and related tasks. Development of Independent Learning Skills Learners become more self-aware of how to improve their writing. Greater use of	Use of Writing Frames and Sentence Starters - Support structure and scaffold ideas for less confident writers. Word Banks and Vocabulary Building - Topic-specific word lists to encourage more ambitious vocabulary. Daily or Weekly Writing Opportunities - Regular short writing activities (e.g., journals, responses to texts, creative prompts) to build fluency. Student Self-Assessment and Reflection - Encourage students to review their writing and set simple, achievable goals. Medium Term Focus: Developing independence, refining skills, and sustaining progress. Writing Portfolios – Maintain a portfolio of work to show growth over time and support ongoing assessment. Regular Moderation and Progress Tracking – Use rubrics or checklists to assess writing at key intervals and track improvements. Explicit Teaching of Writing for Different Genres – Develop skills in narrative, persuasive, report, and descriptive writing with focused units. Peer Assessment and Collaborative Writing – Encourage peer editing and group work to develop critical thinking and editing skills. Extended Writing Opportunities – Plan longer pieces across subjects to allow deeper development of ideas and writing stamina. Parental Involvement – Share tips, resources, and writing prompts with parents to reinforce learning at home. Targeted Interventions for Identified Learners – Small group or one-to-one support for those falling behind or with specific barriers. Celebration and Recognition – Display work, give writing awards, or publish student writing to boost motivation and pride.	tasks. Student self-assessments: Use simple reflection sheets (e.g. "What did I do well?"). Sample comparisons: Before-and-after writing samples from the same topic or genre. Peer feedback: Responses from structured peer review activities. Medium Term Purpose: Measure sustained progress, skill development, and readiness for long-term attainment goals. *Quantitative Tracking* Progress tests or moderated assessments: Use writing rubrics or marking grids to measure termly progress. Portfolio reviews: Compare a collection of writing tasks over time to spot improvements in quality and complexity. Target tracking grids: Monitor whether students are meeting their individual writing targets (linked to curriculum standards). *Qualitative Tracking* Written reflections or writing journals: Students reflect on their own growth and set new goals. Teacher commentary: Termly summary comments on strengths, progress, and next steps. Moderation across staff: Compare student work across classes or year groups to ensure consistency in judgements. Pupil voice activities: Ask learners how they feel about their progress and confidence in writing.		

planning, drafting, and editing independently. Transferable Communication Skills Improved writing ability supports oral presentation, debating, and digital communication (emails, reports, etc.). Increased Readiness for Long-Term Success Strong foundation for success in final exams or assessments. Preparation for future demands of college, apprenticeships, or the workplace.				

Final evaluation (for submission):

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Increase attainment in mathematics from 87.9% to 95% by June 2026 initially**,** as evidenced through combined ACEL (Achievement of Curriculum for Excellence Levels) data for all stages, underpinned by validated teacher professional judgement. This long-term improvement will be underpinned by sustained changes in teaching and learning experiences across the early, middle, and upper stages. Building on medium-term improvements — such as the consistent implementation of high-quality teaching approaches, use of evidence-informed formative assessment, and a shared pedagogy supported by professional dialogue — learners will benefit from clearer progression, effective questioning, and responsive feedback. Over time, this will result in more confident, engaged, and successful learners in numeracy, with teachers demonstrating increased confidence in making robust judgements based on a wide range of assessment evidence (including observations, discussions, and performance tasks). Improvements in teaching consistency and assessment practice will create more equitable and challenging mathematical experiences for all learners, contributing to the sustained rise in attainment. Annual attainment increases of approximately 2–3% to reach the 95% target. Teacher judgements in mathematics consistently aligned with national benchmarks through robust moderation. Identified gaps in attainment (e.g., SIMD, ASN, EAL) show evidence of narrowing over time. Learners demonstrate increased confidence and application of mathematical concepts in a range of contexts. Evidence of Impact: Year-on-year improvement in combined P1, P4, and P7 mathematics ACEL data. Records of moderation activities and standardised assessments validating teacher judgement. Classroom observations, assessment evidence, and pupil work samples showing improved understanding and application. Tracking and monitoring data demonstrating sustained progress and early intervention where needed.
Person(s) Responsible Who will be leading the improvement?	All staff – SMT – Numeracy Lead

(Please insert the relevant information below using the codes above)	
NIF Priority: 3. Closing the attainment gap between the most and least disadvantaged children and young people.	NIF Driver: 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
NLC Priority: 3. Improvement in attainment, particularly literacy and numeracy 4. Closing the attainment gap between the most and least disadvantaged children	QI: 2.2: Curriculum 2.3: Learning teaching and assessment
PEF Intervention: 7. Promoting a high-quality learning experience 8. Differentiated support. 9. Using evidence and data	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: PEF used to fund	

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

Attainment in mathematics has declined over the past year, notably in the P4 stage with Primary 4 showing a significant drop to 75%, falling below both the National average (75%) and the Local Authority average (76.1%). Progression data highlights a worrying trend of decreasing percentages of children meeting expected levels as they advance through the middle school (P1 – 95.5%, P4 – 75%, P7 – 90%). Further analysis reveals that learners from middle socio-economic deciles are disproportionately affected, not making the expected progress, thereby widening the equity gap. To address these challenges, improvement planning will prioritise updating and enriching resources, fostering deeper conceptual understanding, and delivering more relevant and motivating learning experiences. This will be underpinned by targeted professional development and strengthened collaborative planning to ensure consistent, high-quality numeracy teaching and learning. Learners achieving expected levels by June 2028.

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.

MEDIUM/SHORT TERM OUTCOMES	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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)		
Short Term: Improved Number Sense Learners can confidently identify, compare, and order numbers. Quick recall of basic number facts (e.g., times tables, number bonds). Increased Engagement and Confidence Positive attitude towards	Diagnostic Assessment and Targeted Planning Action: Use baseline and ongoing assessments to identify individual gaps (e.g., in number sense, place value, operations). Group pupils based on need for targeted support. Outcome: Teaching is personalised, and support is more effective. Daily 'Number Sense' Fluency	Baseline and End-of-Unit Assessments Action: Use low-stakes, diagnostic tests at the start and end of a teaching block/unit. Purpose: Measure specific skill development (e.g., addition with regrouping). Progress Measure: % improvement from baseline; number of learners moving from "working towards" to "secure".		

numeracy through active participation. Reduced maths anxiety, leading to greater willingness to try. Use of Strategies and Tools Learners apply mental and written calculation strategies effectively. Appropriate use of manipulatives (e.g., counters, number lines) to support understanding. Accurate and Efficient Problem-Solving Learners show improved accuracy and speed in calculations. They can explain their reasoning and method used to solve problems. Targeted Skill Development Gaps in core skills (e.g., place value, operations) are identified and addressed. Short, focused interventions show measurable progress over a few weeks. Improved Use of Mathematical Language Learners use correct terms (e.g., greater than, multiply, estimate) when discussing maths. Ability to explain thinking using full sentences. Better Assessment Performance Improvement in scores on quizzes, formative assessments, or short diagnostic tasks. Evidence of progress in pupil tracking data or learning journals. Medium Term: Consolidated Core Numeracy Skills Learners confidently and consistently apply key concepts such as: Place value Four operations (addition,	Sessions Action: Short, daily practice sessions (10–15 minutes) focused on: Mental maths Times tables Number bonds Place value understanding Outcome: Boosts confidence and automatic recall of key facts. Small Group Interventions Action: Run short-term, focused interventions for specific skills (e.g., fractions, written methods). Led by a teacher or trained TA using evidence-based programs. Outcome: Accelerated progress in targeted areas for struggling learners. Use of Concrete-Pictorial-Abstract (CPA) Approach Action: Incorporate manipulatives (e.g., cubes, place value counters) and visuals to support understanding before moving to abstract numbers. Outcome: Deepens conceptual understanding and reduces misconceptions. Embedding Mathematical Language and Talk Action: Encourage "maths talk" using sentence stems (e.g., "I know this because…"). Model and scaffold correct vocabulary use. Outcome: Improves reasoning and confidence in verbalising strategies. Digital Tools and Apps for Reinforcement Action: Use apps like *TT Rockstars*, *White Rose 1-Minute Maths*, or *Mathletics* for engaging independent practice. Outcome: Reinforces learning outside class time; offers instant feedback. Parental Engagement Workshops or Resources	Ongoing Formative Assessment Action: Use questioning, marking, and live feedback during lessons. Purpose: Check for understanding in real time and adapt teaching. Progress Measure: Notes on pupil response quality, number of misconceptions resolved, pupil self-assessment. Pupil Progress Meetings / Tracker Reviews Action: Review data every 4–6 weeks (teacher + SLT or numeracy lead). Purpose: Monitor movement across bands (e.g., below / at / above expected). Progress Measure: Movement in tracking grids, % of pupils on track. Work Scrutiny / Book Looks Action: Review samples of pupil work regularly. Purpose: Check consistency of progress, application of skills, feedback use. Progress Measure: Annotated examples, consistency across books, improvement in accuracy and reasoning. Pupil Voice and Confidence Surveys Action: Termly surveys or interviews with pupils about their numeracy confidence and attitudes. Purpose: Assess mindset and motivation (key for medium-term success). Progress Measure: Increase in "I enjoy maths" or "I feel confident using strategies" responses. Fluency & Recall Checks Action: Regular quick checks (e.g., times tables quizzes, number bond challenges). Purpose: Track automaticity and speed over time. Progress Measure: Increased speed and accuracy; fewer support prompts needed.		

subtraction, multiplication, division) Fractions, decimals, and percentages Reduction in reliance on adult support or manipulatives. Improved Application of Skills Learners can transfer numeracy skills across different contexts, such as: Word problems Real-life maths (e.g., money, time, measurement) Other subjects (e.g., science, geography) Development of Independent Learning Behaviours Learners self-select strategies to solve problems. Increased resilience and persistence when tackling challenging tasks. Greater self-assessment and reflection on their own learning. Narrowing of Attainment Gaps Clear evidence of progress among target groups (e.g., pupils with SEND, EAL, disadvantaged learners). Gaps between expected and actual attainment begin to close, as shown in assessment data. Improved Progress in Assessments Learners show measurable progress in standardised or teacher-assessed numeracy tests. More pupils are on track to meet or exceed age-related expectations. Enhanced Mathematical Reasoning and Communication Learners use mathematical vocabulary accurately and explain their thinking clearly. They can justify answers and	Action: Run family maths workshops or send home guides to help parents support numeracy at home. Outcome: Learning is reinforced at home, building learner confidence and consistency. Regular Progress Monitoring and Feedback Action: Monitor progress every 3–6 weeks. Provide timely feedback to learners with next steps. Outcome: Learners stay on track, and teaching can be quickly adapted.	Standardised Assessments / National Tests Action: Termly or annual summative assessments (e.g., NFER, White Rose, SATs). Purpose: Provide a broader view of pupil attainment and compare to national averages. Progress Measure: Scaled score improvements, increased % meeting or exceeding expected standard. Intervention Impact Records Action: Keep clear records for pupils receiving extra support. Purpose: Monitor progress during and after intervention. Progress Measure: Entry/exit data; whether pupils reintegrate into main class targets.		

explore alternative methods.			

Final evaluation (for submission):

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Learners in identified target groups across P1–P7**,** representing approximately 8.8% of the school population, will demonstrate improved readiness to learn in year 1, with a particular focus on enhanced talking, listening, and wellbeing skills**.** long-term change will result from the consistent implementation of active, co-operative, and independent learning approaches using Forest School pedagogy and wider outdoor learning opportunities**.** These experiences will make purposeful use of both the school and local forest grounds, enabling learners to build resilience, communication, and emotional literacy in authentic contexts. Professional learning for staff, supported by the sharing of community expertise within Glenmavis**,** will ensure sustainable, high-quality delivery of outdoor learning. Over time, these approaches will contribute to increased pupil engagement, confidence in communication, and a stronger sense of wellbeing — key indicators of readiness to learn across all stages.
Person(s) Responsible Who will be leading the improvement?	Miss S McCormick (P1), Miss L Wallace (P7) supported by SMT

(Please insert the relevant information below using the codes above)	
NIF Priority: 5 – Improvement in attainment, particularly in Literacy and Numeracy.	**NIF Driver:** Curriculum & Assessment
NLC Priority: 1- Improvement in attainment, particularly Literacy and Numeracy.	**QI:** 2.2 Curriculum 2.4 Personalised/targeted support 3.3 Developing creativity and skills for life.
PEF Intervention:	**Developing in Faith/UNCRC:** Article 3 – best interests of the child Article 6 – Life, survival, and development Article 12 – respect the views of the child. Article 28 – right to an education Article 29 – goals of education Article 31 – Leisure, play and culture.
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? To support the development of enthusiastic, resilient, and motivated learners**,** it is essential to provide experiences beyond the traditional classroom that promote challenge, enrichment, and deeper engagement with literacy. Creating a literacy-rich environment outside the standard setting — with a particular focus on talking and listening — allows learners to build essential communication skills in more dynamic, meaningful contexts. Current ACEL data for talking and listening in literacy has been used to identify specific target groups of learners who would benefit most from enhanced support. These children will be the focus of initial interventions. Data indicates that while many learners perform adequately in reading and writing, their oral communication and active listening skills are underdeveloped, impacting overall confidence and participation across the curriculum. By providing opportunities for learners to collaborate, express ideas, and engage in purposeful dialogue through outdoor and creative literacy experiences, the school aims to build confidence and promote equity in communication. These enriched experiences will also support wellbeing and motivation, helping all learners to reach their full potential and celebrate their progress and success**.**	

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**.
Two staff members P1 and P7 have been trained in the NLC forest school's programme.
Two kit bags were purchased to support delivery of forest school.

MEDIUM/SHORT TERM OUTCOMES	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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)		
Short term Increased purposeful outdoor learning with an aim to improve listening and talking skills for targeted children. Children follow 2–3 step verbal instructions outdoors with reduced need for repetition. *Measure:* Teacher observation / checklist. Children engage in paired or small group talk during outdoor tasks. *Measure:* Anecdotal notes / recorded observations. Children begin using subject-specific vocabulary related to outdoor contexts (e.g., direction, weather, nature terms). *Measure:* Vocabulary checklists or word banks. Children take turns speaking and listening in structured outdoor games or discussions. *Measure:* Teacher observation and group task reflections. Children show increased confidence	Intervention: Develop a school outdoor learning policy through partnership working with the nursery and wider school community. Impact: Shared vision and values for outdoor learning across all stages. Clear and consistent expectations for outdoor pedagogy from Early Level to Second Level. Increased engagement from staff, parents, and community in outdoor learning. Stronger transitions from nursery to school, with aligned approaches. Evidence of Impact: Finalised outdoor learning policy Parent/carer and staff feedback Consistency in language and planning across school. Intervention: Firmly embed forest skills training into our outdoor learning experiences. Impact: Staff have increased confidence and competence in delivering progressive forest school experiences. Learners demonstrate growth in skills such as tool use, knot-tying, shelter-building, fire safety, and environmental awareness. Forest skills become a key part of interdisciplinary learning and wellbeing development. Evidence of Impact: Staff CPD and evaluations Forest skills progression framework used in planning Observations showing application of skills over time Learner voice evidencing pride and	Quantitative Measures Teaching Talking Assessment (TTA): Targeted children will be assessed using the Teaching Talking Assessment in August 2025 (baseline). The same assessment will be repeated after completing the 4-week outdoor learning programme to measure progress in listening and talking skills. Data will be analysed to identify improvements and areas needing further support. Qualitative Measures Staff Use and Evaluation of the Outdoor Learning Policy: Staff will provide feedback on the clarity, usability, and effectiveness of the outdoor learning policy through surveys or reflection logs. Evaluations will help identify strengths and areas for refinement, ensuring the policy supports high-quality practice. Observations of Children's Interactions: Regular observational records focused on children's communication, collaboration, and engagement during outdoor learning sessions. Notes will capture examples of expressive language, problem-solving, leadership, and peer interactions.		

in sharing ideas during outdoor learning plenaries. *Measure:* Pupil voice; video/audio recordings. Medium term Sustained Attention and Listening in Group Settings Children consistently follow multi-step instructions in outdoor tasks. They respond appropriately to verbal cues and peer input. Increased Range and Accuracy of Spoken Vocabulary Children regularly use subject-specific and descriptive language related to outdoor learning (e.g., positional language, nature terms, problem-solving language). Emergence of expressive language and more complex sentence structures in conversation. Improved Turn-Taking and Listening Etiquette Children demonstrate active listening by: Waiting for their turn Making relevant responses to others' comments Showing understanding by nodding, asking questions, or paraphrasing Confident Participation in Group Discussions Children contribute	enjoyment in forest skills Intervention: Regular collegiate moderation to monitor consistency and progression. Impact: Shared understanding among staff of what progression looks like in outdoor learning and forest school. More consistent planning and assessment across stages. Improved confidence in teacher judgement when assessing broader skills (e.g., teamwork, problem-solving, resilience). Evidence of Impact: Moderation meeting notes and annotated exemplars Agreed progression frameworks Assessment evidence portfolios across both learner groups Intervention: Two groups of 7 learners for targeted forest school delivery. • Group 1: Primary 1–4 • Group 2: Primary 5–7 Impact: Small group model supports deeper engagement, tailored learning, and relationship-building. Progressive development of social, emotional, and practical outdoor skills over time. Younger learners build foundational confidence; older learners take on leadership and collaboration roles. Evidence of Impact: Baseline and follow-up assessments in areas such as confidence, collaboration, and communication Forest school journals or scrapbooks Behavioural or wellbeing observations over time Intervention: Timetable and protect regular time for opportunities to plan, implement and evaluate forest school. Impact: Ensures outdoor learning is a core part of the curriculum, not an occasional add-on. Staff are better prepared, more reflective, and more consistent in delivery.	Observations can be anecdotal or structured using checklists aligned with desired outcomes.		

ideas, ask questions, and explain their thinking in structured group conversations during or after outdoor sessions. Increased willingness to speak in larger groups or lead small group tasks. Transfer of Speaking and Listening Skills to the Classroom Teachers notice improved attention, discussion skills, and oral contributions in indoor learning settings too. Children apply discussion norms learned outdoors (e.g., building on others' ideas, collaborative planning). Increased Engagement and Motivation in Learning Children show enthusiasm for learning outdoors and greater involvement in tasks requiring communication. Reduced behaviour incidents linked to frustration or communication difficulties.	High-quality learning experiences that evolve based on learner need and feedback. Evidence of Impact: Clear timetables and planning records Evaluation templates completed by staff. Increased staff ownership and shared practice			
Children can express themselves; problem solve and collaborate with peers. Short term Expressing Themselves Children begin to	Develop a school outdoor learning policy through partnership working with the nursery and wider school community. Impact: Shared vision and values for outdoor learning across all stages. Clear and consistent expectations for outdoor pedagogy from Early Level to Second Level. Increased engagement from staff, parents, and community in outdoor	Quantitative Measures Boxall Profile Assessment: Target children will be assessed using the Boxall Profile in August 2025 (baseline). Reassessment will take place after completing the 4-week outdoor learning programme to measure changes in social, emotional, and behavioural development.		

communicate ideas, feelings, and preferences using clear language. They use full sentences or sentence starters (e.g., "I think...", "I feel...", "Let's try…").

Increased willingness to speak during group activities or reflection time.

Problem-Solving

Children contribute ideas during outdoor or indoor challenges.

They suggest at least one solution or strategy when presented with a problem.

Begin to show flexibility in thinking (e.g., trying a new idea if the first one fails).

Collaborating with Peers

Children work cooperatively in pairs or small groups.

They take turns, share resources, and help each other.

Demonstrate awareness of others' ideas and show respect in discussion (e.g., listening, not interrupting). | learning.
Stronger transitions from nursery to school with aligned approaches.
Evidence of Impact:
Finalised outdoor learning policy
Parent/carer and staff feedback
Consistency in language and planning across the school.

Firmly embed forest skills training into our outdoor learning experiences.
Impact:
Staff have increased confidence and competence in delivering progressive forest school experiences.
Learners demonstrate growth in skills such as tool use, knot-tying, shelter-building, fire safety, and environmental awareness.
Forest skills become a key part of interdisciplinary learning and wellbeing development.

Evidence of Impact:
Staff CPD logs and evaluations
Forest skills progression framework used in planning
Observations showing application of skills over time
Learner voice evidencing pride and enjoyment in forest skills

Regular collegiate moderation to monitor consistency and progression.
Impact:
Shared understanding among staff of what progression looks like in outdoor learning and forest school.
More consistent planning and assessment across stages.
Improved confidence in teacher judgement when assessing broader skills (teamwork, problem-solving, resilience).
Evidence of Impact:
Moderation meeting notes and annotated exemplars
Agreed progression frameworks.
Assessment evidence portfolios across both learner groups

Two groups of 7 learners for targeted forest school delivery: | Data will be analysed to evaluate individual and group progress.

Qualitative Measures

Demonstration of Forest Skills:
Children's ability to successfully complete specific forest skills or activities will be observed and recorded.
Focus on practical application, problem-solving, and safety awareness during forest school sessions.
Professional Dialogue and Classroom Observation:
Discussions with class teachers regarding observed changes in behaviour, engagement, and skills after forest school sessions.
Observation of the child's interaction and task performance in the classroom following outdoor learning experiences. | | |

Medium term Expressive Communication Children use a wider range of vocabulary and sentence structures when expressing ideas and feelings. They adapt their speech for different audiences (e.g., speaking differently to a peer vs. an adult). Begin to build on others' contributions using phrases like "I agree with…", "That's a good idea, but we could also…" Independent and Group Problem-Solving Children suggest multiple strategies when faced with a problem. They can explain their thinking and justify choices ("We chose this because…"). They remain focused and resilient during problem-solving tasks, even if the solution isn't immediate. Effective Collaboration Children share	Group 1: Primary 1–4 Group 2: Primary 5–7 Impact: Small group model supports deeper engagement, tailored learning, and relationship-building. Progressive development of social, emotional, and practical outdoor skills over time. Younger learners build foundational confidence; older learners take on leadership and collaboration roles. Evidence of Impact: Baseline and follow-up assessments in confidence, collaboration, and communication Forest school journals or scrapbooks Behaviour or wellbeing observations over time Timetable and protect regular time for opportunities to plan, implement, and evaluate forest school. Impact: Ensures outdoor learning is a core part of the curriculum, not an occasional add-on. Staff are better prepared, more reflective, and more consistent in delivery. High-quality learning experiences that evolve based on learner need and feedback. Evidence of Impact: Clear timetables and planning records Evaluation templates completed by staff. Increased staff ownership and shared practice			

responsibility fairly in group tasks. They show empathy and support for others (e.g., encouraging a quieter peer).				
Children take ownership of their learning and the environment allowing them to build the tools to be resilient and confident learners. Short term Ownership of Learning Children make choices in how they complete a task or approach a challenge. They engage in self-directed activities with increasing independence. Begin to reflect on their learning using simple prompts (e.g., "I learned…", "Next time I will…"). Responsibility for the Learning Environment Children care for and tidy shared learning spaces, indoors and outdoors. They independently gather and return resources needed for tasks. Show pride in maintaining the space (e.g., organising materials, taking initiative). Early Signs of Resilience Children show a willingness to "have a go" even if unsure. Begin to persist	Make use of local areas and amenities to provide meaningful outdoor learning experiences across the curriculum for targeted learners. Impact: Learners engage with relevant, real-world environments that enhance curriculum connections. Increased motivation and deeper understanding through hands-on, contextual learning. Strengthened community links and use of local resources enrich learning opportunities. Collegiate working to create a space and utilise the outdoor environment to support forest school delivery. Impact: Collaborative staff ownership fosters innovative, sustainable outdoor learning spaces. Outdoor environment is purposefully designed to support diverse forest school activities and skill development. Increased staff confidence and shared responsibility for outdoor learning quality. Children taking ownership of the environment by sharing their knowledge and taking leadership roles during tasks. Impact: Learners develop leadership skills and confidence through active participation and responsibility. Encourages peer teaching, reinforcing understanding and social skills. Promotes respect and care for the	Qualitative Measures Virtual School Team Assessment and Planning: The virtual school team will review the outdoor learning area, consult with staff, and collaboratively plan interventions or adaptations to better support learner confidence and resilience. Pupil Feedback and Teacher Dialogue: Regularly collect pupil feedback focused on their confidence and resilience through surveys, interviews, or informal discussions. Facilitate ongoing dialogue with teachers to gather observations on changes in pupil attitudes, behaviours, and emotional wellbeing.		

through tasks without giving up quickly. Respond positively to adult feedback or peer suggestions. Increased Confidence Children volunteer to take part in activities or share ideas with the group. Growing comfort in making decisions or trying new things independently. Medium term Sustained Ownership of Learning Children independently set goals or choose strategies to complete tasks. They take initiative in starting and managing their own learning activities. They regularly reflect on progress and identify next steps with limited adult prompting. Responsibility for the Environment Children maintain shared spaces without reminders. They actively help peers take care of resources and space. Begin to suggest ways to improve the learning environment (e.g., organising tools, creating calm spaces). Developing Resilience Children consistently persevere through challenges or mistakes. They use coping strategies such as	outdoor environment, creating a positive learning culture. Children are motivated to learn as outdoor resources are stimulating and engaging, fostering resilience. Impact: Engaging, well-resourced outdoor settings boost learner enthusiasm and curiosity. Opportunities to face manageable challenges build persistence and problem-solving skills. Supports wellbeing and resilience through meaningful, enjoyable learning experiences. Increase awareness within our community and families of the skills and opportunities provided in the forest. Impact: Strengthened community and parental support for outdoor learning initiatives. Increased family involvement and advocacy for the benefits of forest school. Raised profile of outdoor learning as a valued, integral part of the school curriculum.			

asking for help appropriately or trying an alternative method. They reflect positively on setbacks and show a growth mindset. Confident and Independent Learners Children contribute ideas in group or whole-class settings more regularly. Show leadership in group activities or support peers in completing tasks. Take pride in their learning and share their achievements with others.			

Final evaluation (for submission):

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	As we continue to build and strengthen our staff team, our core focus will be on improving the quality of learning and care by embedding consistent, informed, and reflective practice across the setting. This includes: • Deepening staff understanding of child development. • Embedding our establishment's policies and procedures • Creating engaging, purposeful learning environments that reflect children's needs and interests. To achieve this, we will invest in targeted professional learning and team development, enabling every practitioner to contribute confidently and consistently to a safe, nurturing, and stimulating environment where young children can learn and thrive. Through regular environmental audits, reflective practice, and coaching, staff will develop confidence in delivering high-quality, responsive, and play-based learning experiences. This will: • Promote stability and emotional security for children. • Support the early identification of developmental needs. • Enable timely and appropriate interventions. • Strengthen staff capacity to make effective observations and begin introducing assessment for learning techniques. By improving consistency in interactions, routines, and planning, children will experience richer, more inclusive learning opportunities tailored to their individual needs. Measuring Impact: • Progress will be monitored through: • Qualitative feedback from staff, children, and families • Planning and audit tools • Observation records and developmental tracking • Review of impact over short, medium, and long-term timescales to ensure sustained improvements in outcomes for all learners.
Person(s) Responsible Who will be leading the improvement?	Quality Officer, Development Officer, SMT, Nursery Lead and all Nursery Staff.

NIF Priority:	NIF Driver:
Assessment of Children's Progress – using data to inform teaching and identify next steps. **Parental Engagement** – by involving families in learning and sharing progress	School and ELC Improvement
NLC Priority:	**QI:**
Improving economic opportunities and outcomes, supporting children and young people to reach their full potential enhancing community wellbeing and increasing community partnership and empowerment.	1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching, and Assessment 3.2 Securing Children's Progress
PEF Intervention: N/A	**Developing in Faith/UNCRC:** Article 2 - Non-Discrimination Article 3 - Best interests of the child Article 12 – Respect for the views of the child Article 31 – Right to play and Leisure.
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?

Following the evaluation from our recent Care Inspectorate visit**,** our nursery's key improvement priority is to strengthen the quality of learning and care through a consistent and informed approach to practice**,** as we continue to build and embed our new staff team.

This focus is essential to ensure that every child receives high-quality, nurturing experiences that support their development, wellbeing, and readiness to learn. By deepening staff understanding of child development and consistently applying our establishment's policies and procedures**,** we aim to establish a shared vision and uphold clear, consistent standards across the setting.

A strong emphasis on professional learning and team development will enhance practitioner confidence and capacity to deliver responsive, play-based learning experiences tailored to individual needs. Through regular environment audits and reflective practice**,** we will build staff effectiveness and promote emotionally secure, engaging, and purposeful learning spaces**.**

These improvements will strengthen our ability to identify developmental needs early and ensure timely, appropriate interventions are in place. This priority directly supports our commitment to inclusive, child-centred practice**,** and underpins the development of high-quality observations and emerging assessment strategies**.**

By embedding greater consistency in routines, planning, and interactions**,** we aim to ensure that all children benefit from enriched, meaningful learning opportunities that support their progress and wellbeing.

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)		
Children will develop stronger emotional resilience, improved self-regulation, and a greater sense of trust and safety. This foundation will support healthy relationships, reduce behavioural issues, and enhance their overall well-being and readiness to learn.	Identify Priority Policies Select key policies that are most relevant for day-to-day practice (e.g., safeguarding, behaviour, health & safety, inclusion). Simplify Language for Clarity Rewrite policy summaries using plain, jargon-free language to ensure they are easily understood by all staff and stakeholders. Develop Visual Aids and Infographics Create visual versions of key procedures	Qualitative Measures: Staff Feedback: Collect regular input during team meetings and dedicated reflection sessions to gauge staff perceptions, confidence, and challenges related to policy understanding and implementation. Reflective Journals: Encourage staff to maintain		

	(e.g., flowcharts for reporting concerns, step-by-step routines) using icons, colour coding, and diagrams. Use Consistent Formats Across Policies Ensure all summaries follow a consistent format (e.g. "What this policy is about," "Why it matters," "Your role," "Key steps to follow") to aid familiarity and quick reference. Display Key Policies in High-Visibility Areas Post visual summaries in staff rooms, offices, and shared digital platforms for easy access during daily practice. Involve Staff in Co-Creation Engage team members in creating or reviewing summaries to increase buy-in and ensure the language and visuals are meaningful to end users. Review and Update Regularly Set a regular schedule for reviewing summaries and visuals to ensure they reflect current policy and practice. Provide Staff Training on Use of Summaries Integrate the use of visual policy aids into inductions and ongoing professional development so staff are confident in using them. Translate or Adapt for Accessibility Where needed, provide translations or alternative formats (e.g., large print, audio versions) to ensure inclusivity for all staff.	reflective journals documenting their experiences applying policies in practice, highlighting learning moments and areas needing support. Observed Confidence: Use informal observations or coaching conversations to assess how confidently staff make policy-related decisions in daily practice. Quantitative Measures: Training Completion Rates: Track the number and percentage of staff completing mandatory policy training sessions to ensure full team coverage. Reduction in Practice Inconsistencies or Incidents: Monitor reported incidents or audits for declines in non-compliance or deviations from agreed policies. Audit Results: Use outcomes from internal or external audits to measure improvements in policy adherence and identify areas for continued focus.		
Children will demonstrate enhanced cognitive, language, and social-emotional development, leading to increased school readiness, higher engagement in learning, and long-term academic success.	Schedule Regular Professional Learning Organize ongoing training sessions focused on play-based learning strategies, child-centred approaches, and current early childhood pedagogy. Implement Peer Observation and Feedback Cycles Establish structured opportunities for staff to observe each other's practice and provide constructive feedback, fostering a culture of shared learning and continuous improvement. Strengthen Assessment for Learning Practices Train staff to conduct high-quality observations, use them to inform responsive planning, and engage in meaningful interactions that support individual children's development. Encourage Distributed Leadership	Qualitative: Staff reflective journals and feedback from peer observations. Qualitative Measures: Observed Confidence in Team Discussions: Note increased staff participation, clarity, and confidence during team meetings and planning sessions, documented through meeting minutes or facilitator reflections. Child Engagement and Independence: Use observational notes and learning stories to capture evidence of children showing greater curiosity, sustained attention, and independent exploration.		

	Support staff in taking ownership of curriculum areas or pedagogical themes by assigning leadership roles or project responsibilities, boosting motivation and expertise. Use Data to Inform Practice Collect and analyse assessment and observational data regularly to identify trends and adapt teaching approaches to meet children's evolving needs. Facilitate Reflective Practice Sessions Build in time for teams to reflect on successes and challenges, discuss assessment insights, and collaboratively plan improvements. Provide Resources and Tools Share guides, templates, and digital tools that support observation, planning, and data analysis to make processes efficient and effective. Celebrate and Share Best Practices Recognize and share examples of effective play-based learning and child-centred approaches within the team to inspire ongoing development.	Reflective Practice: Collect staff reflections on how improved confidence influences their planning and interactions with children. Quantitative Measures: Assessment Data: Monitor children's progress against developmental milestones and curriculum goals using standardized checklists or assessment tools to track growth over time. Audit of Planning Quality and Consistency: Conduct regular audits of lesson plans and learning intentions to ensure alignment with best practice and consistency across the team. CPD Attendance and Impact: Track staff participation in professional development sessions and evaluate the impact through post-session surveys or follow-up observations.		
Stronger understanding of child development, allowing staff to meet individual needs more effectively.	Deliver Targeted CPD Sessions Plan and provide focused training on child development stages, attachment theory, and developmental milestones to deepen staff knowledge and understanding. Implement Developmental Tracking Tools Introduce and train staff on using standardized tools and checklists for regular observations to monitor each child's progress accurately. Encourage Regular Observations Embed a routine of systematic observations within daily practice to gather meaningful insights into individual developmental needs. Facilitate Reflective Professional Dialogue Organize regular team meetings, case study discussions, and learning walks where staff can reflect collaboratively on observations and interventions. Build Confidence in Early Identification Provide guidance and role-play opportunities that empower staff to recognize signs of developmental concerns and understand referral pathways. Develop Clear Intervention Protocols	Qualitative Measures: Staff Reflections: Gather regular reflective feedback from staff indicating increased confidence in recognizing developmental stages and tailoring support accordingly. Improved Planning and Observation Records: Review planning documents and observation notes to ensure learning experiences are personalized and responsive to individual developmental needs. Parent Feedback: Collect feedback from families through surveys, interviews, or informal conversations, focusing on the quality and personalization of communication about their child's progress. Quantitative Measures: Identification of Needs: Track the number and timeliness		

	Establish straightforward procedures for responding to identified needs, including timely access to additional support services. Promote Collaborative Problem-Solving Encourage multidisciplinary teamwork involving educators, specialists, and families to plan and implement tailored support strategies. Provide Ongoing Support and Mentoring Assign mentors or coaches to staff members to help embed learning and build skills in developmental assessment and intervention.	of developmental concerns logged in tracking systems to monitor improvements in early identification. CPD Attendance and Application: Record staff participation in relevant CPD sessions and follow up with observations or reviews to verify the implementation of learned strategies in practice.		
Children will thrive in a safe, inclusive environment where consistent routines and nurturing relationships promote a strong sense of security and belonging. Early identification and tailored support for individual needs will reduce barriers to learning, foster emotional stability, and build confidence. As a result, children will be more engaged, socially connected, and developmentally prepared for the transition to school. This shared, responsive approach strengthens inclusion, improves long-term outcomes, and ensures every child has the opportunity to reach their full potential.	Develop Clear Practice Guidance Create detailed, accessible documents outlining routines, behaviour expectations, and interaction protocols to ensure all staff share a common understanding. Communicate and Distribute Guidance Widely Share practice guidance through team meetings, inductions, and digital platforms to embed consistency across the setting. Provide Focused Training Deliver training sessions on early child development and identifying additional support needs, helping staff feel confident and competent in recognizing concerns. Create a Culture of Collaboration Embed regular collaborative planning meetings where staff review observations, discuss individual children's progress, and plan interventions together. Establish Observation Cycles Schedule systematic observation periods with clear expectations and follow-up actions, ensuring timely and effective responses to children's needs. Use Reflective Practice Tools Introduce reflection logs or journals for staff to record insights and challenges, supporting ongoing professional growth and shared learning. Monitor Fidelity and Consistency Conduct periodic reviews or audits to assess how well practice guidance is followed and address any gaps with targeted support. Engage Leadership in Support Ensure leaders model the agreed practices and provide coaching to staff to reinforce consistency and shared understanding.	Qualitative Measures: Staff Discussions and Reflective Records: Document staff conversations and reflections that demonstrate increased awareness and consistency in applying early intervention practices. Case Studies: Compile detailed case studies showcasing examples of effective early intervention, highlighting staff response and resulting child progress. Family Feedback: Collect positive testimonials and feedback from families regarding the quality and continuity of care provided. Quantitative Measures: Monitoring Tool Consistency: Use observation quality checklists and planning audits to measure improvements in consistency across staff practices. Early Identification and Outcomes: Track the number of children identified early for additional support and monitor their progress and outcomes over time. CPD Participation: Monitor attendance and engagement in training sessions related to early identification and consistent practice. Staff Meetings:		

		Regularly review progress, share updates, and discuss challenges during monthly team meetings.		
Children will become more engaged, curious, and confident learners in environments that invite exploration, creativity, and problem-solving. Purposefully designed spaces will promote greater independence and sustained focus, enabling children to take ownership of their learning and deepen their understanding over time. By offering varied and inclusive settings that cater to diverse learning styles, all children will be supported to thrive in ways that align with their individual strengths, interests, and developmental needs. Children will develop stronger communication and social skills as they engage in collaborative play and shared problem-solving within thoughtfully designed environments. Calm, predictable spaces will support emotional well-being by fostering a sense of safety, reducing anxiety, and encouraging self-regulation. Together, these conditions create a foundation for healthy relationships, positive interactions, and confident participation in learning.	Conduct Regular Environment Audits Carry out baseline and termly audits of indoor and outdoor spaces to evaluate quality, accessibility, safety, and alignment with learning goals. Provide Professional Learning on Environment Design Deliver training sessions that explore effective environment setups, use of provocations, and the critical role adults play in facilitating learning within the space. Implement Peer Walkthroughs and Team Reflections Organize structured peer observations where staff tour each other's learning environments and reflect together on strengths and development opportunities. Develop Collaborative Action Plans Use audit and walkthrough findings to create clear, actionable improvement plans involving the whole team in prioritizing and implementing changes. Review and Update Learning Resources Regularly assess materials to ensure they are open-ended, inclusive, and reflective of children's interests and developmental stages, replacing or adding resources as needed. Engage Children's Voices Involve children in giving feedback about the learning environment to better understand what supports their engagement and curiosity. Monitor Progress and Impact Track changes made to the environment and evaluate their effect on children's engagement, learning behaviours, and well-being over time. Share Best Practice Highlight successful environment enhancements within the team and celebrate improvements to motivate ongoing development.	Qualitative Measures: Staff Feedback and Reflections: Collect regular feedback and reflective notes from staff demonstrating increased understanding of how the learning environment supports child development. Child Voice and Engagement: Observe and document children's choices, enthusiasm, and active participation during free play and structured activities. Learning Stories and Observations: Use narrative observations to capture examples of deeper exploration, sustained attention, and independent learning facilitated by the environment. Quantitative Measures: Environment Audit Results: Conduct regular audits to assess the quality, accessibility, and purposefulness of the environment, tracking improvements over time. Professional Learning Participation: Monitor the number of staff attending training sessions focused on environment design and its role in supporting learning. Resource and Space Usage Changes: Track changes in materials and space organization, such as reduction in plastic toys and increased availability of open-ended resources that encourage creativity and exploration.		
Final Evaluation:				

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2025-26
(Internal recording; random sampling of PEF/Equity Plans
will continue throughout the session).

North **Lanarkshire** Council

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
As part of our ongoing school improvement journey, we are committed to ensuring that individuals and identified target groups benefit from staff's strengthened knowledge and understanding **of** continuous progress in attainment across Health and Wellbeing (HWB), Literacy, and Numeracy/Mathematics**.**

Staff will engage in targeted professional learning and use robust assessment information to monitor learner progress closely, identify barriers, and respond with appropriate, evidence-based interventions. Through a clearer understanding of attainment trajectories and the impact of socio-economic factors**,** we will ensure all learners are appropriately supported and challenged. | Release PT (3 days a week)

Experienced teacher delivers focused lessons across the school

Covered by probationer cost (0.2) £13,125 (Aug 25 – March 26) Previous costing for 50/50 for a 1FTE CT to release experience teacher April 25 – August 25 £12,636 plus administration costs of £1078 Total = £26,839 (£111 left) | Reading will be the focus area with the hope that it impacts both comprehension and writing. While attainment in reading and writing has improved — currently 89.74% of the whole school population on track for reading and 82.05% on track for writing. Targeted support for identified children/groups, particularly those in Q2/3/4, is essential to sustain and accelerate progress. *We have no learners in the Q1 or Q5 decile.*

Evidence Short Term: Baseline data, learner voice, jotter sampling.

Medium Term: Termly tracking updates, moderation outcomes, teacher reflections.

Long Term: ACEL and TPJ analysis showing sustained improvement; increased % of pupils on track (towards goal of 75–90% by June 2026). | Increased consistency across all stages with a focus on reading to improve comprehension and writing.

Experienced teacher provides targeted challenge and support, building teacher capacity.

Clear progression pathways for Literacy, directly benefiting target groups identified through ACEL and internal TPJ tracking system.

Progress toward goal: 75–90% of target group/s on track by June 2026**.**

Below is an overview of the whole school population and the progress made last session 24/25 as individuals/target groups are included within this data: | *Attainment Data (Quantitative)* |

					Measure	Details
		% of children on track in reading/writing across stages. Compare baseline (89.74% & 82.05%) to termly progress and final outcomes.
ACEL Writing Data (Termly / Annual)	
Target Group Progress Tracking	Track attainment and progress of identified children/groups receiving targeted support (Q2/3/4, ASN, EAL, etc.).
Standardised Assessment Results	Results from ACEL/SNSA and/or other standardised literacy assessments.
Teacher Professional Judgement (TPJ)	TPJ records, moderated work cross cluster pre/post-intervention. Expect increased confidence and alignment in assessment.

Learner Progress and Engagement (Qualitative & Quantitative)

| Measure | Details |

This approach will directly support our aim to raise attainment for all, while also ensuring we make measurable progress in closing the poverty-related attainment gap. Improvement actions will be tracked within our SIP priorities under QIs 2.3 (Learning, Teaching and Assessment), 3.1 (Ensuring Wellbeing, Equality, and Inclusion), and 3.2 (Raising Attainment and Achievement).				Jotter Evidence (Pre/Post) — Sampled work showing progression in use of vocabulary, structure, punctuation, and writing. Learner Conversations / Pupil Voice — Focus groups or surveys with children to gather perceptions. *Professional Practice / Capacity Building* Measure — Details Teacher Feedback & Self-Evaluation — Staff surveys or reflections on impact of consistency across whole school. Moderation Folders — Evidence from in-house and cluster-wide moderation sessions to ensure consistency and progression in standards. **Planning days/training** — Documentation of planning sessions led or supported by LTA coach. *Wellbeing and Equity Monitoring* Measure — Details GIRFEC / HWB Indicators — Assessments or observations showing increased learner confidence (e.g., resilience in writing, feeling of success).

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 **PEF INTERVENTIONS** 10. Early intervention and prevention 11. Social and emotional wellbeing 12. Promoting healthy lifestyles 13. Targeted approaches to literacy and numeracy 14. Promoting a high quality learning experience 15. Differentiated support 16. Using evidence and data 17. Employability and skills development 18. Engaging beyond the school 19. Partnership working 20. Professional learning and leadership 21. Research and evaluation to monitor impact **EDUCATION AND FAMILIES' PRIORITIES** 5. Improvement in attainment, particularly literacy and numeracy 6. Closing the attainment gap between the most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people 9. Improved outcomes for vulnerable groups	**NIF Priorities** 4. Placing the human rights and needs of every child and young person at the centre of education; 5. Improvement in children and young people's health and wellbeing; 6. Closing the attainment gap between the most and least disadvantaged children and young people; 7. Improvement in skills and sustained, positive school leaver destinations for all young people ; 8. Improvement in attainment, particularly in literacy and numeracy. **NIF Drivers** 7. School and ELC Leadership 8. Teacher and Practitioner Professionalism 9. Parent/Carer Involvement and Engagement 10. Curriculum and Assessment 11. School and ELC Improvement 12. Performance Information **NIF Outcomes** 1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning

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A QUALITY FRAMEWORK FOR ELC

1 Leadership
1.1 Leadership and management of staff and resources
1.2 Staff skills, knowledge, values and deployment
1.3 Leadership of continuous improvement

2 Children thrive and develop in quality spaces
2.1 Children experience high quality spaces

3 Children play and learn
3.1 Play and learning
3.2 Curriculum
3.2 Learning Teaching and Assessment

4 Children are supported to achieve
4.1 Nurturing care and support
4.2 Wellbeing, inclusion and equality
4.3 Children's progress
4.4 Safeguarding and child protection

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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.

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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.