



Driving Equity and Excellence

Improvement Report

Session 2024-25

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

<u>AIR Submission Date</u>	<u>Submission Focus Area</u>	<u>Progress towards improvement priorities</u>
4 th October 2024	QIs 3.1 & PEF Update	Internal only. No submission necessary.
6 th December 2024	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
21 st March 2025	QI 2.3 & PEF Update	Internal only. No submission necessary.
13 th June 2025	Full submission: All QIs.	Submission required – A summary of progress towards identified priorities.
Mid-term submission should be emailed to QISSIP-SIR@northlan.gov.uk . The final report will be collected using a GLOW form and the link will be sent prior to the final submission date, in June 2024.		

Section 1: Establishment Details

Establishment Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g., staffing changes/issues);

Key information such as SIMD, FME, school roll, PEF allocation, self-evaluation grades and outcomes of external inspection, will be collected via the Glow form used to support submission of the AIR, therefore there is no requirement to include this information here. Schools will also be asked to identify main focus areas for new priorities on the Glow form.

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 rainbow 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 44 children who are in full time.

There are currently 10 teaching staff, with two members of staff working part-time. The management team is made up of the Head Teacher and one Principal Teacher. The teaching staff are supported by one ASNa, one Classroom assistant and one senior clerical. At present the Nursery has one lead practitioner, three NL7 early learning and childcare keyworkers and two NL4 support workers. Catering, cleaning and our 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. W

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. As of November 2024, we were the first school across NLC to achieve the 'We Promise,' award.

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 for new and creative ways of doing things. 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 by fostering resilience and 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 aim to do this by improving our already existing very good practice by using effective ways that help to raise attainment for all and allow all children to realise their potential. We encourage lifelong learning by collaborating with the community and beyond, we have a strong culture of staff PRD where we actively listen and learn together and share our learning with each other and beyond. 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 24/25 is £26,950. We consult with stakeholders to ensure our PEF spend reflects what our children need and require. This session we have used PEF to retain a member of our teaching staff.

We have 1 (0.36%) child across the school population in Q1, 14.1% across the school population in receipt of FSM and 15.4% in receipt of CG.

Factors affecting progress consist of a lack of resilience, at times alongside social and economic factors, e.g., displacement within families. Families moving into the village. We were inspected in October 2018, our learning teaching and assessment was highlighted as very good -

learning and engagement, quality of teaching, effective use of assessment, planning, tracking, and monitoring. Raising attainment and achievement was highlighted as satisfactory. This is an area we have highlighted in our improvement planning since then and have worked hard on since inspection. Our data is reflecting the story across the whole estate and the positive attainment improvements children are making year on year.

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 we 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.

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, TWITTER and website. 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.

Section 2: What progress have you made in closing any poverty related attainment gap?

(Submission Dates: 4th October, 6th December, 21st March and 13th June 2025.)

Equity Plan

Please write a brief summary (500 words max.) of your approach to ensuring equity and the progress you have made. The following key questions could be considered:

Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process? What are your next steps?

There is no requirement to submit PEF/Equity Plans during session 2024/25; random sampling will continue throughout the academic session.

At mid-term review – please highlight any significant challenges to PEF plan and any significant underspends and discuss this with your EFM and/or a member of the SAC team.

October 2024 Update

(Consider planned intervention, impact and evidence)

Using PEF to buy in a teacher 3 days a week to allow an experienced full-time teacher to be released to deliver targeted support/interventions to specific groups in specific classes. This is the fourth year we have used our PEF for this as it has been ongoing. Targeted support timetable has been in place since August 2024 for children who are not on track with (3 children in P2, 3 children in P4 and 1 child in P5 = 7 in total) these children requiring targeted support and who are all in (Q3 – SIMD 5 – 6, which equates to 4.48% of the school population. *We have 0 children across the whole school in Q1 (SIMD 1 & 2).*

Having targeted learning support that is consistent has allowed for more focus to establish foundational skills to drive learning forward with more complex tasks and increased independence. Through learning rounds and most recent tracking the majority of children 57.1% (4 out of the 7) are beginning to make steady progress.

Having protected time with an experienced teacher has also allowed for scaffolding to be more fluid when identifying the specific areas of difficulty, therefore targeted support is happening more naturally, and children are more at ease and relaxed.

Overall, there is a positive shift in our whole school data year on year and we are beginning to see the gap being bridged across key curricular areas.

December 2024 Update

(Consider planned intervention, impact and evidence)

Due to a reduction in staffing and the staff member being moved to another school this has now been changed from the October update to a targeted support timetable with the classroom assistant. This has been in place since after October break 2024, the timetable has allowed us to target the children in the classes below:

- **Primary 2** – This is a class of 24 and 3 of those children getting targeted support have moved from not on track to inconsistent (3 out of the 24 = 12.5%, across the class now inconsistent). Two of these children are in Q3 and are inconsistent across all areas, 1 boy and 1 girl. 1 child is also in Q3 and is inconsistent only in numeracy, maths and HWB, 1 boy, this child is also on a GIRFME plan.
- **Primary 4** – This is a class of 16 and 3 children continue to be not on track (3 out of the 16 = 18.75% across the class still NOT). One boy not on track in all areas and is also on a GIRFME plan and in Q2, 1 boy not on track in maths only and in Q3 and 1 girl not on track in Q4 who has a CSP.
- **Primary 5** – This is a class of 21 and 1 child is inconsistent in maths and not on track in writing and numeracy, (1 out of the 21 = 4.76% across the class who remains not on track/inconsistent) who is 1 girl in Q3.

There are 156 children across the school and the children that require the above targeted support equates to 4.48% of the school population.

March 2025 Update

(Consider planned intervention, impact, and evidence)

A targeted support timetable is in place with the class teacher assisting the below children and the classroom assistant/ASN working with other groupings in class. This means that only a (few) children now require additional targeted support through the use of PEF.

Primary 2 – This is a class of 24 and 2 of those children who are getting targeted support are not on track across all areas except HWB, they are both Q3, 1 boy and 1 girl. Both these children are on GIRFME plans also, this equates to 2 out of the 24 = 8.33%, across the class not on track. With direct teacher support and adapted resources both children are beginning to make slight improvements.

Primary 4 – This is a class of 16 and 2 children who are getting targeted support continue to be not on track, this equates to 2 out of the 16 = 12.5% across the class not on track. Both children are on GIRFME plans and 1 a CSP also, 1 boy who is in Q2, and 1 girl who is in Q4. With direct 1-1 teacher/ASN support both children are making very slight improvements. One child who was not on track for the December update has now progressed and is inconsistent in all areas now apart from reading, she is no longer not on track.

Primary 5 – This is a class of 21 and 3 children are inconsistent in certain areas only now. maths and not on track in writing and numeracy, 3 out of the 21 = 14.28% across the class who are inconsistent. 1 girl in Q2 is inconsistent in maths/numeracy only now, 1 girl in Q3 who is inconsistent in reading, writing and maths only now and 1 boy who is now only inconsistent in writing.

There are 156 children across the school and the children that require the above targeted support through PEF, and this equates to 4.48% (7 children) of the whole school population. There are other children across the school for the bigger picture who are inconsistent in specific areas, and this equates to (37 – 23.7%) and (4 – 2.56%) of children not on track across the whole school population.

June 2025 Update

(Consider planned intervention, impact, and evidence)

A targeted support timetable is in place with the class teacher assisting the below children and the classroom assistant/ASN working with other groupings in class. This means that only a (few) children now require additional targeted support using PEF.

Primary 2 – This is a class of 24 and 2 of those children who are getting targeted support are not on track across all areas except HWB, they are both Q3, 1 boy and 1 girl. Both these children are on GIRFME plans also, this equates to 2 out of the 24 = 8.33%,

across the class not on track. With direct teacher support and adapted resources both children are beginning to make slight improvements, but this will take time and continue into Primary 3.

Primary 4 – This is a class of 16 and 1 child who is getting targeted support continue to be not on track, this equates to 1 out of the 16 = 6.25% across the class not on track. This child is on GIRFME plan, 1 boy who is in Q2. With direct 1-1 teacher/ASN support this child is making very slight improvements, although the educational psychologist continues to work on his receptive memory. Two children were not on track for the March update whereas it is one now as she has made progress and is inconsistent in all areas now apart from reading.

Primary 5 – This is a class of 21 and 1 child is not on track inconsistent in certain areas only now, numeracy and mathematics, 1 out of the 21 = 4.76% across the class who are not on track, 1 girl in Q2. Two children are inconsistent in reading, writing and maths only now and 2 boys are inconsistent in writing.

There are 157 children across the school and the children that require the above targeted support through PEF, equates to 2.54% (4 children) across whole school population.

Section 3: Summary of Impact of Annual Improvement Plan Priorities **(Submission June 2025)**

<p>Priority 1 (Long Term Outcome): By June 2025, 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. (Year 2)</p>	
(Please insert the relevant information below)	
<p>NIF Priority: Improvement in skills and sustained positive school leaver destinations for all young people</p>	<p>NIF Driver: Curriculum & Assessment School and ELC Improvement</p>
<p>NLC Priority: Improvement in attainment particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</p>	<p>QI: 2.2 Curriculum 3.2 Developing creativity and skills for life</p>
<p>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: N/A</p>	
<p>RATIONALE: 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 back in 2019), to reflect learners, parents/carers, staff, and the current educational landscape and to best meet the needs of all.</p>	
<p>OUTCOMES:</p>	
<p>EXPECTED IMPACT:</p>	
<p><u>Summary of Progress and Impact:</u> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <p>In term one, all pupils across P.1-7 participated within self-evaluation, to provide pupil voice feedback in relation to indicator 2.1 from HIGIOS. This data was collated and used to influence and guide planning around updating and refreshing the curriculum rationale. Across the school, most learners (75.37%) indicated green within their RAG rating for indicator 2.1. 19.4% of learners rated amber and 5.23% rated red.</p>	

In November '24 all children across P.1-7 were consulted and given the opportunity to share their ideas of what reflects their understanding of the school and generated a bank of words to be used to update our vision, values and aims.

During the Parent's Consultation evening in Term 2, all parents and carers who attended were consulted and asked to provide feedback in relation to the 4 capacities and asked to share ideas to update the school vision, values and aims. Less than half of our parents/carers completed this consultation, as most felt reluctant to engage. This exercise generated a bank of ideas to take forward for further consultation.

Consultation feedback from learners and parents/carers was collated and analysed to find commonality and running themes. 'The Wee Leadership Team' choose words from the collation which best reflected the school. A new set of values were created as a result and the chosen words were used to update and create a new school vision and aims.

All most all staff across the year have had the opportunity to work collegiately with stage colleagues during planning days. This allowed staff to plan consistently, allowing depth and progression across all stages, providing opportunities to cascade knowledge of high-quality practice.

Termly Learning Rounds have been used to track and monitor pedagogical practice across all stages. All members of teaching staff, across all stages, have had the opportunity to observe and be observed which has provided opportunities to view high quality learning experiences, which all staff have used to inform and improve individual practice.

Progression Pathway planners were moved onto OneDrive in Term 2 with all most all classes planning online. From Term 3 all staff across all stages are planning digitally using OneDrive. Moving to the online platform for planning has allowed SLT to track and monitor planned learning to ensure consistency and progression within learning experiences across all stages. In cases where staff share planning responsibilities, staff feedback has highlighted the effectiveness of planning using OneDrive as it allows them to access and update planning in real time in response to learners.

All members of teaching staff worked collegiately to create updated curriculum rationale designs, reflective to our current position as a school, during the February '25 In-Service Day. 'The Wee Leadership Team' collated elements from each of the designs to build a pupil lead curriculum design which they felt best matched the school and nursery. The main theme of the design linked to one of the changes for improvement that 'The Wee Leadership Team' had implemented within the school session.

Using the updated NLC Learning, Teaching and Assessment (LTA) policy and poster, all most all staff worked collegiately during the May '25 In-Service Day to create an LTA poster reflective of current practice and pedagogy across the school. This was created in line with the updates to our vision, values and aims and our curriculum rationale design. This will be fully embedded across nursery and all classes from August '25.

As of June '25, two members of staff have completed Forest School training. Knowledge of how to implement and facilitate learning experiences within a multisensory environment will be cascaded to all staff next session.

Some classes, are beginning to explore Meta Skills and identify some of the skills, incorporating some of the language within daily teaching and learning dialogue.

Next Steps: (What are we going to do now?)

From completion of Forest School staff CLPL, knowledge and understanding within this area will be cascaded to all staff. Trained staff will plan, lead and support staff in providing learning experiences which provide opportunities to learn within a multisensory learning environment, which promotes creative thinking. Outdoor learning experiences will be timetabled and safeguarded for targeted children to access the woodland area and local environment throughout the school year. The impact of learning within this environment will be tracked and monitored across the session.

From August '25, the collegiately created LTA poster will be fully embedded across all stages, including the nursery, in conjunction with the NLC policy and poster, to provide consistency and continuity within learning, teaching and assessment at all levels. This will be tracked and monitored during Learning Rounds and during SLT Tracking and Monitoring meetings.

High quality pedagogy and learning experiences within Broad General Education (BGE), in particular Expressive Arts, will be a focus next session. Following updates from the LTA Coach and participation in self-evaluation in May '25, 100% of staff evaluated Amber for both knowledge and skills and for resources. Staff requested CLPL to upskill knowledge and understanding and an update and refresh of resources to support the delivery of high-quality teaching and learning going forward. Staff will work collegiately to create a progressive overview which will ensure depth and progression across all stages. This will positively impact attainment within this area, which will be monitored and tracked across next session.

Robust moderation of the creation and implementation of High-Quality Assessments will be carried out with cluster schools across next school session, to ensure high quality practice and consistency of approaches within the school and across the cluster.

More classes will begin to explore Meta Skills and all staff will include opportunities for high quality learning experiences within termly planning across all stages. Staff will link planning to DYW contexts, in addition to using Meta Skills language within teaching and learning dialogue.

Priority 2 (Long Term Outcome): By June 2025, 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.	
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(Please insert the relevant information below)

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.	NIF Driver: Curriculum and assessment
NLC Priority: Improvement in attainment, particularly literacy and numeracy.	QI: 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support

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

RATIONALE: 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.

OUTCOMES:

EXPECTED IMPACT:

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

A SIP working party was created to identify, prioritise and plan short-term targets for the session. Staff worked collegiately to create an overview for Literacy for all levels and this has been embedded across all classes. All staff have the confidence and autonomy to include more opportunities to teach the skills to improve comprehension in addition to core reading sessions. All most all classes have increased the frequency of comprehension focus sessions across P.2-7.

Effective high-quality teaching and learning was monitored and shared during Learning Rounds across the school session. This highlighted high quality practice and pedagogy within the teaching of reading, which also provided the opportunity to cascade highly effective practice amongst staff. The impact of effective pedagogy within learning and teaching was evaluated during termly SLT Tracking and Meetings and through using the New York model to identify learners who are not on track or inconsistent. Progress and achievement for learners was tracked and monitored termly highlighting the gap within reading going down from 16.66% to 10% and writing doing down from 22.43% to 17.2% since last session.

The appointed Literacy Coach has attended all authority led meetings and training sessions and has cascaded updates to practice and interventions to support all staff across the school. Education Scotland CLPL videos were shared with all staff in term 2 to highlight effective teaching and learning within reading and all staff have implemented aspects from these training videos within their daily practice. This was discussed and reviewed to gauge the impact during Tracking and Monitoring meetings.

This session a member of staff has undertaken a CLPL within NLC to prepare her for assuming the role as the school Learning Teaching and Assessment (LTA) Coach. She has supported the LTA Lead within the school within moderation of Literacy expectations across the school, working collegiately with all staff and implementing staff self-evaluation in relation to Expressive Arts. This role will be fully adopted next session on completion of the course.

Next Steps: (What are we going to do now?)

This priority will be taken forward from year one into year two to allow us to continue to close the gap within reading and writing across the school from 83.34% of learners attaining in reading to 93.63% and 77.56% of learners achieving in writing to 82.8%.

Next session, the LTA Coach will support staff in delivering highly effective teaching and learning experiences within Literacy to continue to focus on improving comprehension to improve writing to increase attainment within reading and writing by 7.2% from 82.8% to 90% across next school session. The LTA Coach will share updated practice information and support the inclusion of Meta skills to drive forward the increase of attainment within literacy across all stages.

YARC and SNSA data, in addition to teacher professional judgement, will be used to continue to track the impact in attainment within reading across all stages next session. P.2-7 will complete YARC assessments at the beginning of session to gather baseline data and to highlight focus children who may require intervention or additional support. End of session YARC data will be collated to gauge the overall impact within comprehension across P.2-7.

Section 4: Key strengths/successes linked to Quality Indicators

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

Section 4: Key strengths/successes linked to Quality Indicators

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
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Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.

NIF Priority: Placing the human rights and needs of every child and young person at the centre of education

NIF Driver: School and ELC Leadership and Teacher and Practitioner Professionalism

UNCRC: Article 3 - best interests of the child & Article 28 - right to education

RECR (if appropriate) N/A

Linked SIP/PEF Priority: (Cluster) To support children, young people, and their families to realise their potential, by embedding the empowering clusters support model.

How well are you doing? What's working well for your learners?

- Staff have regular meetings in school about improvement priorities (agreed yearly calendar), these meetings are open and challenge thoughts and thinking,
- Everyone knows the visions, values and aims across the school and Nursery including support staff, parents/carers,
- Consultations are conducted regularly with all stakeholders, for example digitally or written with parents, children and staff,

- Improvement Plan- we regularly review and reflect our improvement priorities and all staff are involved in creating and evaluating these. HT and PT completed training with Ryan Millar. This document is a working plan so can be annotated and adapted throughout the working year,
- Values and vision – all stakeholders participated in the creation of our school vision, values, and aims in 2019, these are also achievable for all learners. These are being updated and consultations with stakeholders have taken place in November 2024 as part of our curriculum refresh,
- There is lots of involvement with the children within the school, WEE Leadership team, pupil voice, assemblies, senior pupils email staff about events, behind decision making such as Article of the month and house teams.
- Pupil Voice – Strong leadership from the 'wee leadership' team across the school, e.g., RRS, Digital, HWB, they can interact with a range of digital media to gather viewpoints/ideas/suggestions,
- Collaborative Learning is embedded into practice during Learning Rounds/planning days (levels), Learning rounds allow for staff to collaborate with each other and engage in critical evaluation and reflection of their lesson observed and tracking and monitoring sessions have allowed us to tackle bureaucracy which in turn has supported and developed teacher autonomy, there are a number of leaders now across NMPS & NC (leadership is embedded), Nursery is included so that all staff can see progression from age 3 -12
- PRD – regularly completed and good opportunities for staff to develop their own knowledge/skills, staff update throughout year also and they support each other with PRD and share any new knowledge/skills, staff are encouraged by the strong/current professional development the HT undertakes, Staff were encouraged to talk to each other about their PRD targets and form groups. Staff complete university courses and west partnership courses. These staff share new learning and updates with other members of staff.
- Children take part in the Strathclyde Park experience which give them good opportunities to gain new experiences and work with their peer groups to problem solve and make relationships across the authority.
- Some staff embrace change and adapt to new ways of teaching and utilising a variety of Digital Technologies and enhances teaching and learning,
- Digital Technology is embedded across our teaching and learning, and this is giving learners a variety of ways to access all the curriculum, especially those who require levels of support for example universal, additional and intensive. Teachers' pedagogy has also improved, and they can confidently demonstrate their digital skillset to others,
- Leadership is embedded across all areas of the curriculum, for example digital, numeracy and mathematics, literacy, assessment, and moderation, HWB, Community links.
- Support staff delivering targeted interventions and general support in class, these are tracked, monitored, and evaluated for impact (6 weekly timetables),
- NY model is adapted to suit tracking systems in place for attainment. This allows the focus for Learning Support to lie directly with the teacher primarily with discussion with HT (Universal offering is exhausted before moving to Additional/Intensive) – all staff trained on interventions, e.g., RWI, WAVE3, to mention a few – we have vast offering at universal level,
- HT shares all training with staff, currently sharing knowledge from studying *In Headship and NLC Staff Wellbeing Group* and shares relevant ideas and information in relation to the most up to date changes and information in education.
- Staff are encouraged to take their learning forward to support and enhance the offering within the school.

How do you know? What evidence do you have of positive impact on learners?

- Children are aware and can articulate our school values and these are being currently consulted on again. This keeps children involved and allows us to adapt to current learners.
- We have achieved the We Promise Award in November 2024, being the first school in NLC to do so,
- Nursery staff are encouraging parents and relatives to come into the nursery. This is helping form relationships and build resilience amongst staff, wider community, and children,
- Children lead changes across the school and engage in dialogue with SMT which is then cascaded across the school/nursery,
- The wee leadership team are confident at openly discussing ideas and driving forward new initiatives such as improving our toilet space, lunchtime ideas and Fun Fit Friday.
- Confident dialogue with peers about learning going on in classes and being able to view learning across various stages different from your own, sharing their learning through Snapshot Jotters and sharing work with other members of staff,
- Outdoor Learning continues to be developed to enhance learning further and support the curiosity approach – staff have this as part of their CPD this year,
- Classes can access NLC Code-along recordings and are doing so regularly.
- Teachers are taking forward Tech Tuesdays across stages

What are you going to do now? What are your improvement priorities in this area?

- Currently undergoing a curriculum refresh as part of our School Improvement Planning (Year 1)
- Working towards Keeping the Promise Award
- We are currently discussing, reviewing, and refreshing our school values, vision and aims to reflect the current social, economic climate and where we are on our journey now, begin to review and modify our curriculum rationale
- Continue to maximise CPD opportunities for outdoor learning and look enhance our outdoor space through the curiosity/loose parts approach as we have limited space and no green space on the school grounds,
- We consulted with Active Schools to support the development of outdoor resources.
- Consulted Grandparents in relation to School vision, values and aims and school environment.

How good is the quality of care and education we offer?

QI 2.3

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people & improvement in attainment, particularly in literacy and numeracy			
NIF Driver: Curriculum and Assessment & School and ELC Improvement & Performance Information			
UNCRC: Article 3 - best interests of the child & Article 28 - right to education & Article 42 - knowledge of rights			
RECR (if appropriate) N/A			
Linked SIP/PEF Priority: (SIP) Continue to support learners using data from ongoing assessment evidence across Reading/Writing, Numeracy/Mathematics to identify gaps, target support and raise attainment. (PEF) Additional staffing (1FTE) allows for an experienced (1FTE) teacher to be released from class to support children experiencing difficulties in literacy/numeracy, mathematics			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> The learning across the school/nursery environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes for almost all of our children. – achieving our RRS Gold award highlights this. New novels were purchased for P4 – P7 following consultation with our children, staff and through observation to date almost all of our children across P3 – P7 are engaging more with texts and speak positively about the new novels. Banded books supplemented for P.1-3 to provide support, breadth and challenge. Digital, HWB, RRS – APPs and outcome/focus of the month – all pupils are involved in and are encouraged to participate in decision making through the development of skills/attitudes that support them to take responsibility for their own learning. Regular assessments are carried out, for less than half the children on a 6 weekly cycle and for almost all of the children a termly cycle, assessments are added to personalised digital folders along with high quality assessments and evidence for the achievement of a level, ongoing open and honest dialogue takes place with almost all of our children. Staff are able to implement interventions successfully due to making good use of CPD opportunities. High Quality Assessments are moderated across the cluster and West Partnership, ensuring our TPJ is valid and reliable (Digital Moderation). Digital Evidence/Assessment folders continuing to be used and updated towards each child's achievement of a level. This is further strengthened staff understanding of achievement of a level through professional dialogue. We have invested in Digital Technology to support teaching and learning and are able to offer universal/additional support through our technology – Promethean boards in all classes/nursery, every child across the school has access to their own IPAD. Engagement with SAM Group to provide targeted learners with the opportunity to use Clicker 8 and Nessy to support and enhance their learning in class. Pupil Voice is instrumental in leading change at NMPS – children choose their IDL focus where their learning is varied and gives a sense of ownership. Wee Leadership Team, Sports Leadership team and Digital Champions are consulted regularly so they can influence their learning and share across the school community and beyond. Progression pathways for all aspects of Literacy have been updated to meet the needs of almost all our learners and now available on a digital platform for all staff to access, which supports smoother transitions. Our universal offering is expansive, and we have highly skilled staff who can deliver and support with a range of interventions. Following feedback and some of the challenges our youngest learners were facing we invested in the Teaching Talking Assessment and undertook the training provided for Early Level to help review a readiness for learning from our youngest learners. The updated GIRFME plan template, What I Think Tool are used for our children who require universal, additional, intensive support and Outcome Star is used for our children who require intensive support – we are beginning to see positive data. Training from our Educational Psychologist on the Resilience Toolkit has helped to enhance our GIRFEC Planning and improve our target setting for children. 			

- We have a strong transitions programme across Nursery to P1, moving classes each session and P7 to S1, few of our children require an enhanced transition – HWB is key to our transition programme.
- Further transition events put in place for 25/26 with pre-school children engaging in different activities with P1-7 leading the learning.
- We have a strong Monitoring and Tracking system in place which allows for a triangulation of evidence that supports attainment in more detail, e.g., data tracking, TPJ, ACEL data, New York model, planning days, monitoring of individualised programmes, planned programme of learning rounds across levels. Almost all teachers have more confidence when using the benchmarks and talking about their TPJ around achievement of a level.
- Strong working relationships with agencies who support and strengthen our teaching and learning across additional and intensive support.
- Pupil voice and The Wee Leadership Team was instrumental, in consultation with staff and the wider learning community, in influencing and shaping the update and refresh of our school Values and Curriculum Rationale Design.
- Wee Leadership Team has been extended to include younger learners to provide further opportunities for pupil voice and pupil leadership.
- Targeted support from CST for learners from Early level through to P.7

How do you know? What evidence do you have of positive impact on learners?

- Pupil ideas and discussions are acted on e.g., Junior sports leaders, after school clubs, wee leadership team.
- Digital Award – almost all children use apps and software.
- HOTS - children and staff can use and understand these better and are embedded into our LI and SC.
- Progression pathways have been updated following pupil feedback and assessment for DYW, Digital Technologies and Literacy.
- Progression Pathways are now being accessed on a digital platform incorporating the updated NLC Literacy and Maths/Numeracy planners, which provides staff with more update and relevant reflection of planned teaching and learning across stages.
- Number Box are showing positive impacts on children who were not yet attaining for their age/stage.
- GIRFME, WITT – pupil targets are short, specific and focused and reviewed throughout each session.
- Feedback from transitions – Nursery to P1 and P7 to S1.
- Tracking and monitoring meetings helps inform and plan for next steps and identifies any challenges quickly. Staff do not wait for an assessment, if something is not working for children staff adapt to change both for challenge and support. Regular meetings with CiiL help support and identify any gaps. Our data is reviewed regularly and all staff see and analyse the data which again supports TPJ.
- Excellent relationships with parents/carers which has a positive impact on children – clear and open/honest communication is key for us.
- SAMSON programme is improving mental agility for our children which is highlighted in our tracking, planning and monitoring.
- Building Literacy Profiles for children from the early years (if required) helps with monitoring and tracking, interventions in place and allows us to have a clear and organised picture of the child to make sure we are getting it right for individual learners. Staff will begin to build Maths and Numeracy profiles for learners with gaps using the Dyscalculia profile toolkit.
- Continuing to attend Learning, Teaching and Assessment Leaders meetings to ensure training up to date with NLC agenda and continue to support across the cluster and work alongside the West Partnership. All staff are aware of current policy and practice and where to access necessary information - West Partnership, Teams, Learning, Teaching and Assessment Hub etc.
- Continue to update Digital assessment folders so there is consistency across the levels for both children and staff.
- Professional dialogue around achievement of a level backed by evidence and data is helping us to identify supports, (if required).
- Literacy Box used for targeted learners within targeted classes.

What are you going to do now? What are your improvement priorities in this area?

- Continue to streamline progression pathways, spelling, reading, writing, T & L by using the NLC Literacy and Maths/Numeracy planners, allowing for a consistent approach providing breadth, challenge and depth.
- Continue with our work around the Learning, Teaching and Assessment Cycle and now implementing and embedding the practice and pedagogy from the NLC LTA policy (Jan '25), alongside the West Partnership, provide support to cluster and continue to take on board feedback and advice from Moderation events and make any necessary changes. Make adjustments to High Quality Assessments in order to further strengthen Higher Order Thinking Skills and Breadth, Challenge and Application
- Maths – continue to develop awareness of dyscalculia through staff training or the purchase of any new resources.

- Collate consultation feedback from learners, staff and the wider Learning Community to update and refresh a new vision and aims statement and Curriculum Rationale, setting out a shared set of standards to be adopted by all stages, in line with the NLC LTA policy document.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people and Improvement in attainment, particularly in literacy and numeracy.		
NIF Driver: Curriculum and Assessment, School and ELC Improvement, Performance Information, School and ELC Leadership, Teacher and Practitioner Professionalism and Parent/Carer Involvement and Engagement.		
UNCRC: Article 28 - right to education, Article 29 - goals of education, Article 3 - best interests of the child and Article 12 - respect for the views of the child		
RECR (if appropriate) N/A		
Linked SIP/PEF Priority: Continue to support all learners through early intervention/prevention linked to strong partnership working to support social and emotional wellbeing using evidence/ data to inform differentiated/targeted support through the universal, additional and intensive offering to ensure we are getting it right for every child.		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none"> Strong relationships with all our families Nursery – weekly food donations are left in foyer for families to take if they wish Nursery – SHANNARI indicators are used to track progress Healthy Schools – embedded throughout our planning, onto our second cycle of the plan PATHS – resource has been bought in this year to support our HWB planners and provides a progressive programme from Early level to second. Staff training – Seasons for Growth, ASSIST, Mental Health Ambassador, LIAM – success with a P6 child who has been able to identify his anxieties and strategies that support him to overcome these and Outcome Star All staff are trained on the breastfeeding friendly policy, and we have been awarded breastfeeding friendly school and nursery The Promise – all staff have undertaken the modules and training The school have been awarded We Promise Key link and communication with Airdrie Uniform Bank Key worker linking with us from Womens Aid SFG has been delivered to 4 groups of children and has had a positive impact, parents/carers speak highly of how well their child has done and are keen to know when new sessions are available SDQ Assessments – assisted TPJ and highlighted many more interventions to try in the classroom Our children enjoy coming to school and this is evident through our culture and our values embedded and also reflects in our positive attendance figures Children feel included, safe and respected – pupil feedback RRS – strong aims/vision and values embedded across the school/nursery, our values are displayed across the school/nursery and highlighted across our social media HWB is a priority across the school/nursery Airdrie Ambassadors – opportunities to experience new environments for our LAC children. 1 pupil has shown enthusiasm and excitement in attending Wellbeing indicators are displayed on our main noticeboard in the corridor We use the wellbeing indicators, integrated into our HWB yearly overview so we have an indicator focus each month for HWB, Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life The whole learning community has a shared understanding of wellbeing and the rights of the child – we secured Gold All staff and partners model behaviour which promotes and supports the wellbeing of all children, and all staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared and loved Strong universal offering for HWB – Seasons for Growth, LIAM, Mental Health First Aider, member of staff Outcome Star Champion for cluster All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion Almost all staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and continuing to work to challenge racism, discrimination and religious intolerance. Children and young people are knowledgeable about equalities and inclusion. 		

- Taking account of research linking benefits of outdoor learning and green space with emotional, social and physical wellbeing
- Staff trained on Resilience Toolkit, and this has been used well from Nursery to P7

How do you know? What evidence do you have of positive impact on learners?

- Care Experienced and Kinship care children – almost all are attaining and being challenged
- Children, Parents/Carers feel comfortable talking about issues that they may find difficult due to our open-door policy and strong relationships linked to open lines of communication between staff and parents. Parents/Carers are included and feel safe in our building which then filters down to the children
- Breast Feeding friendly environment – award has been secured for Nursery/School and we offer a safe environment and space for new parents
- Children can talk openly about their emotions and articulate how they feel
- LIAM – huge success with a P6 child who has been able to identify his anxieties and strategies that support him to overcome these. Clear impact from pre and post assessment data. LIAM- P4 child currently in programme and the parent is coming into school to also take part. Small improvements are being seen already by the parent at home
- Parents have commented on how much SFG has helped their child at home and know to seek it out - again highlighting our strong universal offer across the school/nursery
- We have achieved RRS Gold, which highlighted our ethos and understanding of Rights and putting children at the centre of all we do
- Whole school involvement in Mental Health and Wellbeing initiatives – Children's Mental Health Week was a huge success, and we used a variety of resources from Place2be and BBC Teach to implement this
- By using the WIT tool, Outcome Star and GIRFME plans staff are aware, in more depth, of the needs of the child, their understanding of their learning and wellbeing. This in turn helps to support them and have more meaningful conversation with their parents/carers regarding their child's target
- Resilience Toolkit has allowed targets to be more achievable for children and Ed Psych commented on how well we use the toolkit
- Our Progressive Planners, which tie in with the Healthy Schools framework allow children to explore a range of issues such as sexual health, racism, intolerance, mental wellbeing and staff have familiarised themselves with the Healthy schools planning framework to deliver progressive lessons which add depth to learning
- Staff are aware of our universal offering in school – Seasons for Growth Parents/Carers speak of the success their child has had attending SFG and LIAM groups in school and promote this to other parents, LIAM, Ed Psych, Mental Health Ambassador and will seek out HWB Champion to ask for support and ideas when needed
- We have been recognised as a school and community who are Keeping the Promise
- We devised an informative afternoon for parents and carers to come along and look into / ask questions about our HWB offering

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
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Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people & improvement in attainment, particularly in literacy and numeracy

NIF Driver: Curriculum and Assessment & School and ELC Improvement & Performance Information

UNCRC: UNCRC: Article 3 - best interests of the child & Article 28 - right to education & Article 42 - knowledge of rights

RECR (if appropriate) N/A

Linked SIP/PEF Priority: (SIP) Continue to support learners using data from ongoing assessment evidence across Reading/Writing, Numeracy/Mathematics to identify gaps, target support and raise attainment. (PEF) Additional staffing (1FTE) allows for an experienced (1FTE) teacher to be released from class to support children experiencing difficulties in literacy/numeracy, mathematics

How well are you doing? What's working well for your learners?

- Scaffolding for all learners (staff understanding of what this truly means is better)
- Making sure opportunities and learning are equitable for all learners (data use to ensure equity)
- Positive Transitions across all key stages and moving on to new stages – regular check in's (keep in contact with children moved on to high school as part of the NBPR)
- Confident teacher professional judgement based on a range of evidence – giving pupils the opportunity to progress also beyond their level (challenge). Effective use the benchmarks/progression pathways alongside class work to support judgement. This is giving the children a good opportunity to be challenged and to make access to learning equitable for all by scaffolding, supporting and providing interventions as and when needed, these are regularly reviewed (6 weekly)
- Using research-based Literacy Programmes to support all of our learners
- EPIC Reading – Pupil choice
- Staff can identify barriers to learning and seek support and discuss a child's progress.
- Use of PEF
- Sumdog Spelling and Grammar
- The classes that were showing a dip in attainment were targeted for support. Upskilling Classroom Assistant and ASNA to support universal offer
- We have zero exclusions, and our attendance is very good/excellent (culture & ethos)
- Our attainment is improving, year on year and we have a clear picture now of every child across our school and their working level, e.g., over a 3-year period

Whole School Population as of June 2025

Reading – 89.81% (Most) of school population on track

Writing – 80.26% (Most) of school population on track

Talking & Listening 93.64% (Almost all) of school population on track

Numeracy – 87.27% (Most) of school population on track

Mathematics – 89.80% (Most) of school population on track

HWB – 96.18% (Almost all) of school population on track

How do you know? What evidence do you have of positive impact on learners?

- Children are being given more opportunities to achieve through modelling, scaffolding
- Children are becoming more confident in their own abilities
- Children are progressing successfully through the CFE levels with the use of TPJ, interventions and data, identifying children's gaps at an early stage, e.g., preschool nursery
- Children are comfortable to share their learning, discuss their learning and are always proud of their achievements
- Pupil Challenges – allow children to make choice about their learning
- Pupil choice for how to complete some tasks eg order of tasks and how to complete them
- Library books are varied to take account of all learners in a class
- children given choice for Home Reader P4-7
- Sum dog – pupils are keen to take part in class, school and national competitions
- Novels have been updated and most children showing a keen interest in reading and taking part in class lessons
- Teachers giving pupils a chance on a new level/ pathway
- Using enhanced class planning and universal offering to help children work towards a level and improving confidence
- Targeted support from CAT and CST teachers for individual children in P5 and P6
- SAM Group support for pupils in P4, P5, P6 and P7 for Nessy spelling and Clicker 8 to help support them with learning and accessing the curriculum
- Pupil success is shared on twitter and in school through assembly/ class rewards
- All children are given the opportunity to share success. Teachers will always make time to share medals and certificates from out of school clubs. We want children to know their achievements out with school are valued and they enjoy sharing their successes with the school community.

What are you going to do now? What are your improvement priorities in this area?

- Ensuring our progression pathways are robustly evaluated with ongoing feedback from staff to monitor the impact across stages
- Evaluating the progress and attainment of learners within Maths and Numeracy to identify targeted learners who require intervention-based support
- Trying to close the gap with targeted children and look at their journey to drill down on why they are not attaining
- We have a specific focus on brining back down the Maths Gap
- Use our SIP priority to tackle reading and writing and improve in this specific area
- Track and monitor assessments to monitor the impact of interventions and targeted support
- Look at delivering and increasing opportunities for classes across the school to participate in more outdoor learning experiences
- Continue to source resources for loose parts play which will drive forward outdoor learning and invest in some more outdoor games equipment which the children highlighted during consultation they would like

Section 5: NIF Quality Indicators: Summary (Submission June 2025)

This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use, or record this information via the GLOW form only.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Very Good	N/A
2.3 Learning, teaching and assessment	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	N/A
3.2 Raising attainment and achievement	Very Good	Satisfactory

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

<p><u>Nursery Priority: Long Term Outcome</u> What do you hope to achieve? What is going to change? For whom? By how much? By When?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Person(s) Responsible Who will be leading the improvement?</p>	<p>Nursery Lead and all Nursery Staff.</p>

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

What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Increase in staff knowledge and confidence to and build and develop a strong ethos and values to meet the needs of all learners.	<u>Teacher and Practitioner Professionalism</u> 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	<ul style="list-style-type: none"> - Staff completed National induction plan and PDR. - Champion Responsibilities chosen as part of PDR - Ongoing professional Dialogue. 	<ul style="list-style-type: none"> - 1:1 professional Dialogue meeting - Staff review of PDR and adapt to meet individual needs for development. - Moderation and
Increase in skills and confidence.	<u>ELC Improvement</u> Improvement in children's learning and development.	Quantitative Observation/ Children's adventure floor books. Parental feedback.	<ul style="list-style-type: none"> - Some staff are finding it difficult to identifies and document the learning. Supported by the lead. 	<ul style="list-style-type: none"> - Lead has taken responsibility for Floorbooks following feedback from CI. Lead supporting to ensure there is a consistency in the approach across different groups and keyworkers - Planning scaled back further, topic set by lead and weekly observation or staffs planned learning and individual targets set with all staff.

Increase in parental engagement and involvement.	<u>Parent/Carer Involvement and Engagement</u> Partnerships and Family learning. Parent/Carer Involvement and Engagement. Home learning opportunities Parental workshops	Quantitative Parental participation and involvement. Shared vision Sharing of skills	-24 out of 26 of our returning families joined us in the part as part of our settling back into Nursery. Parents involved in stay and play session -28 out of 32 families participated in Grandparents Day	<ul style="list-style-type: none"> - 38 out of 44 of our families participated in our Gymnastics session. - 23 out of 44 of our families joined a book bug session including 4 younger siblings. -
<p>Final evaluation:</p> <p>There has been a steady increase in staff knowledge and professional confidence as a result of targeted training, collaborative reflection, and professional dialogue. Staff are beginning to demonstrate a deeper understanding of the setting's ethos and values, particularly in relation to inclusive, rights-based practice. This has contributed positively to embedding our shared purpose and collective responsibility.</p> <p>Staff are starting to become more confident in aligning their practice with the nursery's vision, which is grounded in the principles of the UNCRC and responsive to the diverse needs of our learners. Observations and peer feedback highlight more consistent use of inclusive language, responsive planning, and child-centred interactions. Furthermore, staff have started to take small steps in ownership to embed our values into their daily routines, modelling respectful, nurturing relationships that reflect the aim of our establishment.</p> <p>The impact of this development is in its early stages, but the aim is that it will improve learner engagement, create more responsive learning environments, and stronger partnerships with families. While progress is ongoing, the foundations are now in place for sustained improvement and continued professional growth, particularly as the team continues to evolve and any potential new members are welcomed.</p> <p>There has been a clear and positive parental engagement and involvement across the setting. A range of inclusive strategies—such as stay-and-play sessions, home learning links, and regular two-way communication—have strengthened relationships and built greater trust between families and staff. Parents are now more actively contributing to their child's learning journey, both at home and within the nursery, as evidenced by increased participation in learning conversations, shared observations, and nursery events.</p>				

This improvement has enhanced our ability to work in true partnership with families, ensuring that children's individual needs, interests, and cultural backgrounds are more effectively supported. Feedback from parents has become more frequent and constructive, demonstrating a growing confidence in engaging with staff and contributing to decision-making. As a result, children benefit from more coherent and consistent support across home and nursery environments.

While progress is ongoing, the increase in parental involvement is already having a measurable impact on children's wellbeing, sense of belonging, and learning outcomes. Continued efforts will focus on sustaining this momentum, reaching harder-to-engage families, and tailoring approaches to individual family needs

Next Steps: (What are we going to do now?)

This priority will be taken forward from year one into year two to allow us to continue to Enhance the skills, confidence, and effectiveness of our Early Years staff to deliver high-quality, inclusive learning experiences.

Next session, the Development Officer, Management and Nursery Lead will support staff in planning and delivering highly quality learning experiences This will continue to build staff capacity through targeted professional development, coaching, and reflective practice, ensuring all children have access and receive consistent high-quality provision