



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 the percentage of pupils achieving expected levels in writing from 81% to 86% by June 2026, using ACEL data, across stages P1, P4 and P7. Progress will be underpinned by robust teacher professional judgement and evidence gathering. (Year 1)
School Priority 2:	Increase the percentage of pupils achieving expected levels in mathematics from 87.9% to 95% by June 2026, using ACEL data across all stages. Progress will be supported by validated teacher professional judgement and consistent evidence gathering. (Year 1)
School Priority 3:	Children in identified groups (about 8.8% of the school) from P1 to P7 will show improved readiness to learn, especially in talking, listening, and wellbeing. This will also support our work on raising attainment in writing and maths (Priority 1 & 2).
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



School Vision, Values and Aims

Values

The principles and ethos of the United Nations Convention on the Rights of the Child (UNCRC) are fully embedded across New Monkland Primary School and Nursery Class. Following a comprehensive consultation with stakeholders in 2025, the school refreshed its core values to reflect the evolving identity and aspirations of the learning community. These values are now deeply integrated into daily practice across both the school and nursery:

- Nurture (N)
- Mindful (M)
- Passion (P)
- Successful (S)

These values encapsulate the life and learning at New Monkland, where the aim is to create an environment in which everyone feels nurtured, is supported to be mindful, and where learners' passions are fostered to help them achieve success. The school's commitment to these values is further reinforced through its status as a Gold Rights Respecting School (RRS).

Vision

New Monkland Primary School and Nursery Class is committed to delivering high-quality learning experiences for all children within a welcoming, inclusive, and safe environment. The school values the voices of all stakeholders and actively promotes a culture of respect, collaboration, and ambition. Staff work innovatively and with dedication to support every child's growth—both within and beyond the curriculum—ensuring that learning is responsive to children's interests and needs. The school and nursery strive to help all learners reach their full potential by setting aspirational goals and creating opportunities for excellence and success. A strong emphasis is placed on teamwork, meaningful learning, and a happy, fun-filled atmosphere where achievement is celebrated.

Aims

New Monkland Primary School and Nursery Class aim to:

- Continuously improve learning, teaching, and assessment through reflective practice and career-long professional learning.
- Implement inclusive and innovative approaches that raise attainment and achievement across the school and nursery.

- Inspire and motivate learners to achieve within the curriculum and develop essential life skills, including digital and financial literacy, in preparation for future employment.
- Promote lifelong learning attitudes and foster collaboration with the wider community to support holistic development.
- Strengthen parental and community engagement through meaningful partnerships and events, recognising and utilising the skills and contributions of all stakeholders.
- Uphold the principles of the UNCRC by promoting inclusion, valuing diversity, and fostering tolerance and understanding of others' beliefs and cultures.
- Ensure all learners are safe, happy, respected, and thriving—both personally and academically.

Equity and Inclusion

Although New Monkland Primary is not part of the Scottish Attainment Challenge, the school receives support through the Pupil Equity Fund (PEF). For the 2025/26 session, the allocated funding of £26,950 will be used to support targeted interventions. This includes funding a 0.2 probationer teacher, enabling a Principal Teacher to be released from class to work part-time across the week, supporting learners through the staged intervention process.

Audit and Consultation

Improvement priorities for the current session have been informed by:

- North Lanarkshire Education and Families' strategic priorities
- An audit of the previous year's School Improvement Plan
- Engagement and consultation with parents, carers, and learners

Attendance and Exclusion Information

During session 2024/25, our average attendance was 95.1%, which is notably above both the North Lanarkshire Council average of 91.6% and the national average of 93.1%. This reflects our strong commitment to promoting positive attendance through proactive and supportive approaches.

We recorded zero exclusions during the session. This is a testament to the nurturing ethos embedded across our school and nursery. Staff are highly skilled and supported by the Head Teacher, with training in a range of interventions including de-escalation strategies, trauma-informed approaches, and our extensive universal wellbeing supports. These strategies are consistently applied to ensure all learners feel safe, respected, and included.

Our warm, caring culture is evident throughout the school and nursery and is reflected in our relationships with families and the wider community. Strong partnerships with parents/carers and external agencies enable us to work collaboratively to ensure we are Getting It Right for Every Child. This holistic approach supports wellbeing, promotes inclusion, and contributes to our high levels of attendance and zero exclusions.

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

At New Monkland Primary School and Nursery, we provide a safe, inclusive, and stimulating learning environment where children are supported to achieve their full potential. Our curriculum is broad and balanced, and staff and pupils demonstrate creativity and responsiveness in adapting learning to meet individual needs. Learners are actively engaged in their learning experiences across both the school and nursery settings. We foster strong relationships with families through an open-door policy and regular opportunities for dialogue. Formal parent/carers consultations are held twice per session, complemented by ongoing informal check-ins to ensure continuous engagement and support.

Our Parent Council and Parent Teacher Association have successfully merged to form the NMPS Parent Partnership Group, established in September 2025. This group plays a vital role in the life and ethos of the school and nursery, contributing meaningfully to decision-making and supporting improvement priorities. We place high value on collaborative working with families, and our shared values, vision, and aims are embedded across the school, nursery, and wider Glenmavis community. We take pride in our collective identity and live by the principle: "It takes a village to raise a child."

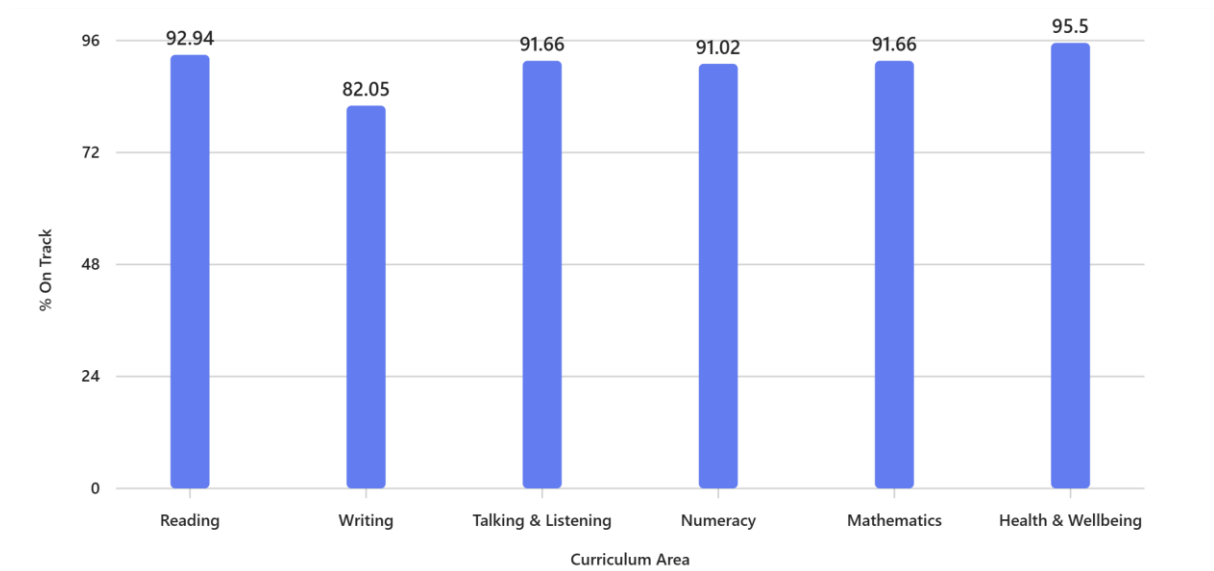
Almost all learners transition to our associated secondary school, Airdrie Academy. Our strong partnership with the Academy ensures continuity and progression, supporting smooth and effective transitions. This reflects our school motto: "Standing together we are great."

We have strengthened engagement with pupils, families, and partners through effective use of digital technologies. These tools support communication, feedback gathering, and celebration of success. Termly consultations—via telephone or in person—are used to review GIRFMe plans, and platforms such as X, our school website, text messaging, and email are used to keep families informed and involved. Digital technology is embedded across learning and teaching. All pupils have access to individual iPads, and staff are equipped with both iPads and laptops to support planning and delivery. We ensure a balanced approach to digital and non-digital learning experiences. Collaborative work with partners is facilitated through both in-person and TEAMS meetings, enabling early identification of support needs for learners and families. Our families know they can approach us at any time, and we are committed to providing responsive and compassionate support.

Overview of Attainment Data 24/25

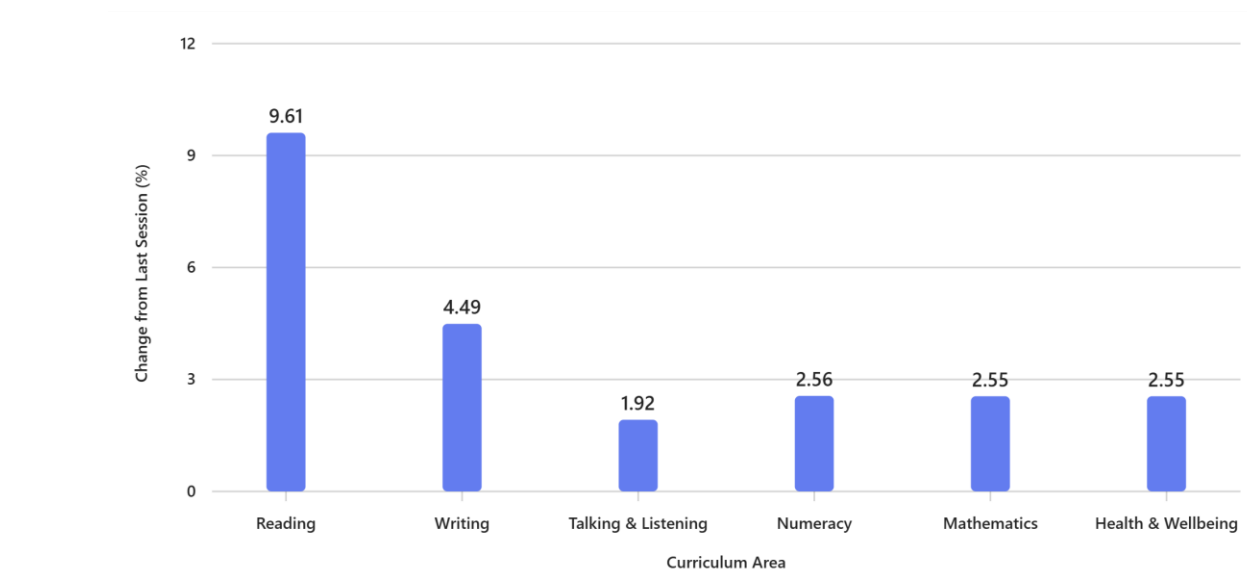
1. Whole School Attainment by Curriculum Area

This bar chart shows the percentage of pupils on track in each curriculum area:



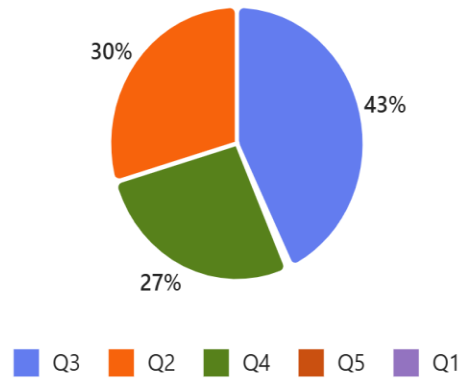
2. Improvement in Attainment from last Session

This chart highlights the positive changes in attainment compared to the previous session:



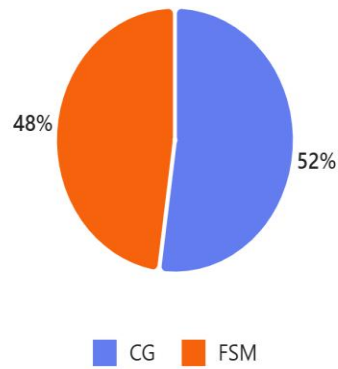
3. Quintile Distribution

A pie chart showing the distribution of pupils across SIMD quintiles:



4. Support Distribution (FSM & CG)

This pie chart shows the proportion of pupils in receipt of Free School Meals and Clothing Grants



If your annual improvement priorities are part of a wider, longer term, 3-year strategic plan, please use the template below to outline your longer-term plan. (This overview is optional and does not need to be completed but will provide an overview of your improvement journey.)

	Priority 1	Priority 2	Priority 3
Year 1: Session 2025-2026	Increase the percentage of pupils achieving expected levels in writing from 81% to 86% by June 2026, using ACEL data, across stages P1, P4 and P7. Progress will be underpinned by robust teacher professional judgement and evidence gathering. (Year 1)	Increase the percentage of pupils achieving expected levels in mathematics from 87.9% to 95% by June 2026, using ACEL data across all stages. Progress will be supported by validated teacher professional judgement and consistent evidence gathering. (Year 1)	Children in identified groups (about 8.8% of the school) from P1 to P7 will show improved readiness to learn, especially in talking, listening, and wellbeing. This will also support our work on raising attainment in writing and math's (Priority 1 & 2).
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?	<i>Raise writing attainment from 81% to 86% by June 2026 across P1, P4, and P7, measured through ACEL data and supported by robust teacher judgement.</i> What: • Embed consistent formative assessment • Implement explicit writing instruction aligned with developmental progressions • Use effective questioning to deepen thinking and writing quality • Increased engagement and confidence in writing • Greater independence and creativity • Equitable access to high-quality instruction across all curricular areas • Higher proportion achieving/exceeding expected levels • Shared understanding of writing standards • Strategies to support and challenge all learners • Moderation and data analysis for consistent judgements • Writing valued and visible across school life • Consistent progression across stages • Coherent writing journey from early to upper primary Who: • Classroom teachers (P1, P4 & P7) • Literacy Lead / LTA Coach / Clas teachers • Cross-cluster moderation trios • Learners needing support with foundational skills • Learners requiring challenge to extend thinking and expression • Learners required to be upskilled in written work How: • Raise attainment in writing from 81% to 86% (a 5-percentage point increase). • Aim for annual gains of approximately 2% (roughly 4 children) to stay on track. When: • By June 2026, measured through ACEL data and supported by robust teacher professional judgement and moderation
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: 1. Closing the attainment gap between the most and least disadvantaged children and young people. 2. Improvement in attainment, particularly in literacy and numeracy.	NIF Driver: 1. Curriculum and Assessment 2. School and ELC Improvement 3. Performance Information

NLC Priority: 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	QI: 2.2 Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 3.2: Raising attainment and achievement
PEF Intervention: 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.	Developing in Faith/UNCRC: Article 3 - best interests of the child Article 6 - life, survival, and development

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?

Specific - Raise writing attainment by improving teaching quality and learner progress in P1, P4 and P7 through consistent, high-quality approaches, formative assessment, and effective questioning, supported by the LTA Coach and sharing practice through learning rounds.

Measurable - Increase the percentage of pupils achieving expected writing levels from current P7 = 65% and P4 = 75% to 89% overall by June 2028, as measured by ACCEL data and robust teacher professional judgement.

Achievable - Provide targeted professional development for staff, implement explicit writing instruction aligned with developmental progressions, and use moderation and data analysis to ensure consistency.

Relevant - Addresses the downward trend in writing attainment, particularly for learners in quintiles 2–4 and supports equity and progression across middle and upper primary.

Time - Medium-term improvement in teaching and learning by June 2026, with sustained attainment increase to 89% 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.

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit directly from the focused improvement work in writing through increased access to high-quality, consistent teaching and learning experiences. In response to the identified decline in writing attainment—particularly at key transition stages such as P4 and P7—targeted actions will	<u>Teaching and Learning Consistency</u> Develop and implement a whole-school writing framework that outlines progressive skills, shared language, and agreed approaches. <i>NIF Driver: Teacher Professionalism – supported through collaborative planning, moderation, and peer observation.</i> <u>Targeted Support and Challenge</u> Use ACCEL data and teacher judgement to identify learners needing additional support or stretch, and design small-group interventions accordingly. <i>NIF Driver: Assessment of Children's</i>	<u>Type of Data</u> Quantitative Data <u>What to collect</u> Pupil engagement data (e.g., participation in writing tasks) Formative assessment tracking through daily observation live marking (e.g., writing targets met) Digital tools, e.g. Book Creator, Chatterpix, Clicker, Primary Writer, My story 2, beginning to use AI <u>Purpose</u> Shows early signs of increased	- New novels bought in for P.3 to increase motivation and engagement. - Dictation session implemented in infant class to build foundational skills, providing formative assessment opportunities. - Implementation of digital tools, e.g. Book Creator, Chatterpix, Clicker,	

ensure that learners: Experience greater consistency and progression in writing skills across the school, as teaching approaches are aligned and strengthened through collaborative planning and professional learning. Receive targeted support and challenge tailored to their individual needs, delivered through small-group and class-based strategies led by experienced practitioners. Build confidence and motivation in writing, supported by engaging and meaningful contexts that promote creativity, purpose, and awareness of audience. Benefit from enhanced use of digital technologies to support and enrich the writing process, fostering independence and innovation. Receive improved feedback and clearer next steps, enabled by strengthened formative assessment and questioning practices, leading to a deeper understanding of writing expectations. Develop stronger foundational writing skills, empowering them to express	<i>Progress – using data to inform responsive teaching.</i> <u>Engaging and Purposeful Writing Contexts</u> Embed writing tasks in cross-curricular themes and real-life contexts to increase relevance and motivation. <i>NIF Driver: School Leadership – promoting a shared vision for literacy across the curriculum.</i> <u>Digital Technology</u> Introduce tools like voice-to-text, collaborative writing platforms, and multimedia prompts to enhance creativity and accessibility. <i>NIF Driver: School Improvement – using innovation to improve learner outcomes.</i> <u>Improved Feedback and Formative Assessment</u> Strengthen formative assessment practices through professional learning on effective questioning, feedback strategies, and learner self-assessment. <i>NIF Driver: Assessment of Children’s Progress – ensuring learners understand their next steps.</i> <u>Foundational Skill Development</u> Audit and enhance early writing experiences (P1–P3) to ensure strong foundations in transcription, sentence structure, and vocabulary. <i>NIF Driver: Teacher Professionalism – ensuring early-stage teachers are supported with targeted CLPL.</i> <u>Celebrating Success and Building Confidence</u> Create opportunities for learners to share and publish their writing (e.g., school blog, writing wall, assemblies, Whole School Writing Book (staff would submit this monthly)), reinforcing achievement and pride. <i>NIF Driver: Parental Engagement – involving families in celebrating writing success.</i>	motivation, consistency, and access to writing opportunities e.g. teacher professional judgement, evidence in learning rounds, celebrating success, opportunity to publish and share <u>Type of Data</u> Qualitative <u>What to collect</u> Learner voice (forms, focus groups) Teacher reflections and feedback Classroom observations <u>Purpose</u> Captures learner confidence, enjoyment, and teacher perceptions of changes in practice and enhancement of learning and teaching experiences. <u>Type of Data</u> Quantitative <u>What to collect</u> Writing moderation samples Tracking of targeted groups’ progress Interim ACEL data <u>Purpose</u> Indicates whether targeted support and teaching consistency are improving attainment. <u>Type of Data</u> Qualitative <u>What to collect</u> Annotated writing samples Feedback from parents/carers Peer/self-assessment evidence <u>Purpose</u> Provides insight into learner understanding, ownership, and quality of writing. <u>Type of Data</u> Quantitative <u>What to collect</u> Final ACEL writing data Attainment gap analysis Progression across stages (P4/P7 focus) <u>Purpose</u> Measures overall impact on	Primary Writer, My Story 2. These are being used across all classes. Staff are beginning to use AI to enhance teaching and learning experiences. • Magnetic boards are being used to segment words and foster independent spelling within infant classes. • Post It notes are used in P.2 to build up bank of words to foster independent spelling. • Use of cut up sentences in P.1 to focus on sentence structure. • Teacher comments across all classes are reflective of the learning intention to give direct quality feedback. • Peer assessment is completed verbally within some classes, and this is reflective of the learning intention and success criteria. • HQA assessments are implemented termly and are added to individual digital assessment folders to evidence. • Whole staff participation in a high-quality moderation session with 3 schools within the locality to ensure consistence and robust planning. • Targeted learners are in receipt of focused support to close the gap within aspects of their learning. Pre support data gathered and will be used to track and monitor progress. • All staff use tracking and monitoring dialogue sessions to share teacher professional	
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themselves more effectively across the curriculum and in real-life contexts.

Feel a greater sense of success and achievement, as improvements in writing attainment contribute to overall literacy competence and support learner wellbeing.

attainment and equity.

Type of Data

Quantitative

What to collect

Learner floor books.

End-of-year learner floor books, transition paperwork, reporting and assessment folders

Staff evaluation of SIP actions

Purpose

Demonstrates sustained improvement in writing skills, confidence, and wellbeing.

judgements and track progress of all learners within their class.

- All staff use planning days with stage colleagues provides the opportunity for high quality professional dialogue to ensure consistency and progression.
- Snapshot work from term 3 is used to evidence learning from the year.
- Good quality texts are used to model and implement rich dialogue around the text. Some staff co create pieces and share examples of a “poor” piece to compare and further dialogue.
- All staff are continuing to build stamina for writing within IDL.
- Staff are chunking writing to allow for discussion around each section. Story mapping is being used in P.5 to chunk the writing.
- All teachers across all classes are being creative and have the autonomy to deviate from the “strategies” within daily writing opportunities
- Teacher observation and from learner voice dialogue has highlighted that whole class novels within P.4-7 are increasing motivation and engagement and positively impacting progress and achievement for most learners.
- To provide consistency, infant classes will incorporate a whole class book to use replicate the teaching approach within

			P.4-7.	
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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?	<i>A sustained increase in attainment in mathematics across all stages (P1–P7) with a focus on P4 stage, ensuring almost all pupils meet expected CfE levels.</i> What: - Teaching practice: Consistent use of high-quality, evidence-informed approaches, formative assessment, and responsive feedback. - Assessment practice: Robust moderation and validated teacher professional judgement aligned with national benchmarks. - Learning experience: Clear progression, effective questioning, and equitable challenge for all learners. Who: - All pupils across P1–P7, with targeted support for those in SIMD and ASN groups to close identified gaps. - Teachers, who will develop confidence in making robust judgements and applying shared pedagogy. How: - Increase attainment in mathematics from 87.9% to 95%. - Achieve annual gains of 2–3% to stay on track. - Narrow gaps for identified groups over time. When: - June 2026, measured through ACEL data validated by moderation and supported by tracking and monitoring.
	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

<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u> 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 trend of decreasing percentages of children meeting expected levels as they advance through the middle stages (P4) (P1 – 95.5%, P4 – 75%, P7 – 90%). Specific - Raise attainment in mathematics across all stages, with a focus on P4 and middle school learners. Measurable - Increase percentage of pupils achieving expected CfE levels from current figures (P4 – 75%) to 95% by June 2028, measured through ACEL data and validated teacher judgement. Achievable - Annual gains of 2–3%, supported by updated resources, deeper conceptual teaching, and targeted professional development. Relevant - Addresses equity gap and aligns with school priorities for numeracy improvement. Time - Achieve 95% by June 2028, with termly tracking and yearly moderation milestones.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit from focused improvement work in numeracy through: Stronger Number Sense Learners will confidently identify, compare, and order numbers, and recall number facts quickly (e.g., times tables, number bonds). Increased Engagement and Confidence Learners will show a more positive attitude towards numeracy, with reduced anxiety and greater willingness to participate and take risks. Effective Use of Strategies and Tools Learners will apply mental and written strategies accurately and use manipulatives (e.g., number lines, counters) to support their understanding.	<u>Strengthen Number Sense</u> Deliver daily number talks and fluency sessions focusing on number bonds, times tables, and place value. <i>NIF Driver: Teacher Professionalism</i> <i>Assessment of Children's Progress</i> <u>Increase Engagement and Confidence</u> Use active, hands-on learning approaches and growth mindset strategies to reduce maths anxiety and build confidence. <i>NIF Driver: School Leadership</i> <i>School Improvement</i> <u>Develop Strategy Use</u> Teach and model a range of mental and written strategies. Provide opportunities for learners to choose and explain their methods. <i>NIF Driver: Teacher Professionalism</i> <i>Assessment of Children's Progress</i> <u>Use of Manipulatives and Tools</u> Embed consistent use of concrete	<u>Type of Data</u> Quantitative <u>What to collect</u> Mental maths scores (e.g., times tables, number bonds) Problem-solving task results Quiz and diagnostic assessment scores Intervention tracking sheets To measure improvements in number sense, accuracy, speed, and attainment. <u>Purpose</u> Helps identify learners making progress and those needing further support and/or challenge. <u>Type of Data</u> Qualitative <u>What to collect</u> Learner voice (surveys, discussions) Teacher observations Work samples showing strategy use Learning conversations Use of mathematical language in class.		

Improved Problem-Solving Skills Learners will solve problems more accurately and efficiently and explain their thinking clearly using appropriate methods. Targeted Skill Development Learners with gaps in core skills (e.g., place value, operations) will make measurable progress through short, focused interventions. Better Use of Mathematical Language Learners will use correct mathematical terms and explain their thinking in full sentences. Improved Assessment Performance Learners will show progress in quizzes, diagnostic tasks, and tracking data, demonstrating early gains in attainment.	materials (e.g., counters, number lines) to support understanding across all stages. <i>NIF Driver: Teacher Professionalism</i> <u>Improve Problem-Solving Skills</u> Provide regular problem-solving tasks with a focus on reasoning and explanation. Encourage learners to verbalise their thinking. <i>NIF Driver: Assessment of Children's Progress</i> <u>Targeted Interventions</u> Identify learners with gaps using assessment data. Deliver short, focused interventions and monitor progress closely. <i>NIF Driver: Assessment of Children's Progress</i> <i>School Improvement</i> <u>Enhance Mathematical Language</u> Explicitly teach key vocabulary and sentence structures. Encourage full-sentence explanations in class discussions. <i>NIF Driver: Teacher Professionalism</i> <i>Parental Engagement</i> <u>Monitor Progress</u> Use formative assessments, quizzes, and tracking tools to measure progress and adapt teaching accordingly. <i>NIF Driver: Assessment of Children's Progress</i>	<u>Purpose</u> To understand learner confidence, engagement, and how well they apply strategies and explain their thinking. Provides insight into attitudes and classroom behaviours. <u>Type of Data</u> Formative Assessment <u>What to collect</u> Exit tickets Self/peer assessments Annotated work Learning journals <u>Purpose</u> To track day-to-day understanding and inform next steps in teaching. Encourages learner reflection and ownership.		
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Final evaluation (for submission):

Priority 3 – linked to priority 1: Long Term Outcome
What do you hope to achieve? What is going to change? For whom? By how much? By When?

Children in identified groups (about 8.8% of the school) from P1 to P7 will show improved readiness to learn, especially in talking, listening, and wellbeing. Supported by classroom teachers, Forest School lead, and community expertise.

This will also support our work on raising attainment in writing and math's (Priority 1 & 2).

What:

- Improve readiness to learn, focusing on:
- Talking and listening skills
- Wellbeing and emotional literacy

	- Through consistent implementation of: Active, co-operative, and independent learning approaches - Forest School pedagogy and wider outdoor learning opportunities - Professional learning for staff to ensure sustainable, high-quality delivery. How: - All identified learners demonstrate measurable improvement in: - Engagement - Confidence in communication - Wellbeing indicators - Observations, pupil voice, and wellbeing surveys. - Increased participation and independence in learning tasks. When: - By June 2026, with progress tracked termly and supported by professional learning and moderation.
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? Specific - Improve oral communication and active listening skills for identified target groups through enriched literacy experiences beyond the classroom. Measurable – Identified learners show measurable improvement in confidence, participation, and communication skills, evidenced by pupil voice, observation records, and ACEL data for talking and listening. Achievable – Achievable through targeted interventions, outdoor and creative literacy experiences, and professional learning for staff. Relevant – Achievable through targeted interventions, outdoor and creative literacy experiences, and professional learning for staff. Time - By June 2026, with termly tracking and annual moderation to validate progress.				
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.				
EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)

What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit from increased purposeful outdoor learning through: <u>Listening and Following Instructions</u> Children follow 2–3 step verbal instructions with less repetition. Evidence: Teacher observation checklists. <u>Talking and Working Together</u> Children talk in pairs or small groups during outdoor tasks. Evidence: Anecdotal notes, recorded observations. <u>Using Outdoor Vocabulary</u> Children begin using words linked to outdoor learning (e.g., direction, weather, nature). Evidence: Vocabulary checklists or word banks. <u>Turn-Taking and Listening</u> Children take turns speaking and listening in outdoor games or discussions. Evidence: Group task reflections, teacher observations. <u>Confidence in Sharing Ideas</u> Children share ideas	<u>Plan purposeful outdoor learning experiences</u> Design regular outdoor sessions focused on listening, talking, collaboration, and problem-solving. <i>NIF Driver: School Leadership School Improvement</i> <u>Model and reinforce listening and talking skills</u> Use structured games, group tasks, and plenaries to teach turn-taking, following instructions, and respectful discussion. <i>NIF Driver Teacher Professionalism</i> <u>Use targeted vocabulary teaching</u> Introduce and reinforce outdoor-related vocabulary (e.g., direction, weather, nature) through word banks and prompts. <i>NIF Driver: Assessment of Children's Progress</i> <u>Observe and record learner progress</u> Use checklists, anecdotal notes, and pupil voice to monitor confidence, communication, and collaboration. <i>NIF Driver: Assessment of Children's Progress</i> <u>Provide opportunities for choice and independence</u> Encourage children to make decisions during tasks and reflect on their learning using simple sentence starters. <i>NIF Driver: School Improvement</i> <u>Support peer collaboration and problem-solving</u> Facilitate small group challenges that require sharing ideas, trying solutions, and working together respectfully. <i>NIF Driver: Teacher Professionalism Parental Engagement</i> <u>Celebrate progress and build confidence</u>	<u>Type of Data</u> Quantitative <u>What to collect</u> Checklist of children following 2–3 step instructions Vocabulary word banks or tally sheets Participation tracking (e.g., number of children contributing to plenaries) To measure specific behaviours and skills (e.g., instruction-following, vocabulary use, participation). <u>Purpose</u> Helps identify which learners are progressing and where support is needed. <u>Type of Data</u> Qualitative <u>What to collect</u> Anecdotal notes from outdoor sessions Teacher observations of group talk and collaboration Audio/video recordings of learner discussions Pupil voice (e.g., “I learned...”, “I felt...”) To capture learner confidence, communication, and engagement. <u>Purpose</u> Provides insight into how learners express themselves and interact with others. <u>Type of Data</u> Formative Assessment <u>What to collect</u> Group task reflections Sentence starter prompts during plenaries Peer/self-assessment during outdoor tasks To support learner reflection and track development in		

more confidently during outdoor plenaries. Evidence: Pupil voice, video/audio recordings. <u>Expressing Themselves</u> Children use clear language and sentence starters to share thoughts and feelings. Evidence: Group activity reflections, teacher notes. <u>Problem-Solving</u> Children suggest ideas or solutions during outdoor challenges. Evidence: Observations during tasks, learner feedback. <u>Collaborating with Peers</u> Children work cooperatively, take turns, and show respect for others' ideas. Evidence: Teacher observations, group work samples. <u>Ownership and Responsibility</u> Children make choices in tasks and care for the outdoor space. Evidence: Observations of independence and responsibility. <u>Early Signs of Resilience and Confidence</u> Children "have a go,"	Use video/audio recordings, group reflections, and praise to highlight learner achievements and encourage participation. <i>NIF Driver: School Improvement Parental Engagement</i>	speaking, listening, and problem-solving. <u>Purpose</u> Encourages ownership and metacognition.		
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persist with tasks, and respond positively to feedback.
Evidence: Teacher notes, pupil voice.

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.

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

NIF Priority:

Assessment of Children's Progress – using data to inform teaching and identify next steps.

Parental Engagement – by involving families in learning and sharing progress

NIF Driver:

School and ELC Improvement

NLC Priority:

Improving economic opportunities and outcomes, supporting children and young people to reach their full potential enhancing community wellbeing and increasing community partnership and empowerment.

QI:

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?

Specific - Strengthen the quality of learning and care through a consistent and informed approach to practice, embedding a new staff team.

Measurable - Evidence of consistent application of policies and procedures, improved quality of observations, and positive Care Inspectorate feedback. Practitioner confidence measured through professional learning evaluations and environment audits.

Achievable - Achievable through targeted professional learning, team development, and regular reflective practice.

Relevant - Directly addresses Care Inspectorate recommendations and supports inclusive, child-centred practice.

Time - By June 2026, with termly audits and annual review of staff practice and environment quality.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit from a nurturing, inclusive environment through: <u>Emotional Resilience and Self-Regulation</u> Children begin to manage emotions more calmly and respond positively to adult support. They show early signs of coping with challenges and frustrations. <u>Evidence</u> Practitioner observations, behaviour logs, pupil voice. <u>Sense of Safety and Trust</u> Children feel secure in consistent routines and relationships. They show increased willingness to participate and take risks in learning. <u>Evidence</u> Pupil voice, engagement tracking, staff feedback. <u>Improved Communication and Social Skills</u> Children use clearer language to express thoughts and feelings. They engage in collaborative play and group tasks with growing confidence. <u>Evidence</u> Observations, video/audio recordings, peer interactions. <u>Increased Engagement and</u>	Create nurturing, predictable environments. Promoting children's safety, wellbeing, and emotional security <i>School Leadership, School Improvement</i> Strengthen relationships and trust Building strong, responsive relationships that support attachment and resilience <i>Teacher Professionalism</i> Support emotional regulation and resilience Supporting children's emotional development and self-regulation through play and interaction <i>Assessment of Children's Progress, School Improvement</i> Design inclusive, engaging learning spaces Creating environments that promote exploration, creativity, and independence <i>School Improvement</i> Promote communication and social skills Encouraging language development, social interaction, and collaborative play <i>Teacher Professionalism, Assessment of Children's Progress</i> Encourage independence and ownership Supporting children to make choices, reflect on learning, and take responsibility <i>School Improvement, Parental Engagement</i> Identify and respond to individual needs early Using observation and assessment to	Short-Term (Weekly–Termly) <u>Qualitative</u> Practitioner observations - Anecdotal notes - Pupil voice (e.g., “I feel...”, “I learned...”) - Video/audio recordings of interactions Tracks early signs of emotional regulation, confidence, and engagement. Helps identify individual needs and celebrate small successes. <u>Quantitative</u> Participation tracking Vocabulary checklists Task completion records Measures changes in behaviour, engagement, and use of language. Highlight patterns and progress across groups (ante/preschool) Medium-Term (Mid-Year) <u>Qualitative</u> Group reflections Staff feedback on routines and relationships Parent/carer feedback shows development in social skills, independence, and emotional stability. Supports triangulation of evidence.		

<u>Curiosity</u> Children show interest in exploring learning spaces and materials. They stay focused for longer periods and take initiative in tasks. Evidence: Learning journals, staff notes, task completion records. <u>Ownership and Independence</u> Children begin to make choices in how they learn and care for their environment. They reflect on their learning using simple prompts. Evidence Pupil reflections, staff observations, resource use tracking.	tailor support and reduce barriers to learning <i>Assessment of Children's Progress, Parental Engagement</i>	<u>Quantitative</u> Progress tracking for targeted learners Reduction in behaviour incidents Increased participation in group tasks Demonstrates sustained improvements and narrowing of barriers to learning. Long-Term (End of Year) <u>Qualitative</u> Learner self-assessments Staff evaluations of impact Transition readiness reflections Captures learner growth in resilience, confidence, and readiness for next stage. <u>Quantitative</u> Attainment data Attendance and engagement trends Inclusion and wellbeing indicators Provides evidence of long-term impact on learning, inclusion, and wellbeing outcomes		
Final Evaluation:				

**PEF ALLOCATION:
£ 26,950**

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2025-26**



*(Internal recording; random sampling of PEF/Equity Plans
will continue throughout the session).*

RATIONALE FOR EQUITY 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. This approach will directly support our aim to raise attainment for all, while also ensuring we make measurable	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. <i>We have no learners in the Q1 or Q5 decile.</i> 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:	<i>Attainment Data (Quantitative)</i> <table><tr><th>Measure</th><th>Details</th></tr><tr><td>ACEL Writing Data (Termly / Annual)</td><td>% of children on track in reading/writing across stages. Compare baseline (89.74% & 82.05%) to termly progress and final outcomes.</td></tr><tr><td>Target Group Progress Tracking</td><td>Track attainment and progress of identified children/groups receiving targeted support (Q2/3/4, ASN, EAL, etc.).</td></tr><tr><td>Standardised Assessment Results</td><td>Results from ACEL/SNSA and/or other standardised literacy assessments.</td></tr><tr><td>Teacher Professional Judgement (TPJ)</td><td>TPJ records, moderated work cross cluster pre/post-intervention. Expect increased confidence and alignment in assessment.</td></tr></table> <i>Learner Progress and Engagement (Qualitative & Quantitative)</i> <table><tr><th>Measure</th><th>Details</th></tr><tr><td>Jotter Evidence (Pre/Post)</td><td>Sampled work showing progression in use of vocabulary, structure,</td></tr></table>	Measure	Details	ACEL Writing Data (Termly / Annual)	% of children on track in reading/writing across stages. Compare baseline (89.74% & 82.05%) to termly progress and final outcomes.	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.	Measure	Details	Jotter Evidence (Pre/Post)	Sampled work showing progression in use of vocabulary, structure,
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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).				Learner Conversations / Pupil Voice punctuation, and writing. Focus groups or surveys with children to gather perceptions. Professional Practice / Capacity Building Measure Teacher Feedback & Self-Evaluation Moderation Folders Planning days/training Details Staff surveys or reflections on impact of consistency across whole school. Evidence from in-house and cluster-wide moderation sessions to ensure consistency and progression in standards. Documentation of planning sessions led or supported by LTA coach. Wellbeing and Equity Monitoring Measure GIRFEC / HWB Indicators Details Assessments or observations showing increased learner confidence (e.g., resilience in writing, feeling of success).
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Appendix 1:

When considering your School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4	National Improvement Framework
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability 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

	<u>A QUALITY FRAMEWORK FOR ELC</u> 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	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.
Developing In Faith <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>		
1.	Honouring Jesus Christ as the Way, the Truth and the Life	
2.	Developing as a community of faith and learning	
3.	Promoting Gospel Values	
4.	Celebrating and Worshiping	
6.	Serving the common good.	