



Driving Equity and Excellence

Improvement Report

Session 2025-26

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>
10 th October 2025	QIs 3.1	Please update your progress towards your priorities (and include nursery progress, if appropriate)
12 th December 2025	QI 1.3 and 3.2 & PEF Update	Please update your progress towards your priorities (and include nursery progress, if appropriate)
20 th March 2026	QI 2.3	Please update your progress towards your priorities (and include nursery progress, if appropriate)
12 th June 2026	Full submission: All Qis & PEF Update	Please update your progress towards your priorities (and include nursery progress, if appropriate)

Submissions should be emailed to QISSIP-SIR@northlan.gov.uk and the link EFM.
A Microsoft Form will also be completed with the final submission in June 2026, with a link sent nearer the time.

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). Please include details of any early year's provision, if appropriate.

Please write the report in the third person and remember this is a public-facing document (therefore no pupils, parents or staff should be easily identified).

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
- Mindful
- Passion
- Successful

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 aims 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: (Evidence of strategies employed to improve attendance and reduce exclusions. **Please include % of current attendance and exclusion levels.**)

QI's - 3.1 Ensuring Wellbeing, Equality and Inclusion and 3.2 Raising Attainment and Achievement:

(Evidence of strategies employed to improve attendance and reduce exclusions)

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.

Linked to key quality indicators such as 2.3 Learning, Teaching and Assessment, 2.5 Family Learning, 2.7 Partnerships, and 3.1 Ensuring Wellbeing, Equality and Inclusion.

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.

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

(Submission Dates: 5th December and 12th June 2026)

Equity Plan

Please write a 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 2025-26; 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.

End of Session Update (June 2026)

Overall impact of PEF plan has been positive and the target groups are making progress – the PT delivering literacy support and piloting the reading wise programme has been instrumental in closing the gap for most of the target children

Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2026)

Priority 1 (Long Term Outcome): 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.

(Please insert the relevant information below)

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

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

RATIONALE:

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

OUTCOMES:

Improved teaching approaches, such as embedding consistent formative assessment.
 Implementing explicit writing instruction aligned with developmental writing progressions.
 Using effective questioning techniques to deepen learners' thinking and writing quality.
 Staff Professional development focused on:
 Shared understanding of writing standards.
 Strategies to support and challenge all learners.
 Moderation and data analysis for consistent professional judgements. Longer term changes Who: Learners — particularly those needing support in developing foundational writing skills.
 Requiring challenge to extend their thinking and expression. What: Improved learner experience, such as:
 Increased engagement and confidence in writing tasks.
 Greater independence and creativity in written expression.
 More equitable access to high-quality instruction and support.
 Higher proportion of learners achieving and exceeding expected levels.
 Cultural shift in writing across stages:
 Writing becomes more valued and visible in school life.
 Cross-stage consistency allows smoother progression and better transitions.
 Learners experience a coherent journey in writing from early to upper primary.

EXPECTED IMPACT:

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 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 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.

Priority 2 (Long Term Outcome): 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.

(Please insert the relevant information below)**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

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

RATIONALE:

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

OUTCOMES:

This long-term improvement will be underpinned by sustained changes in teaching and learning experiences across the early, middle, and upper stages. Building on medium-term improvements — such as the consistent implementation of high-quality teaching approaches, use of evidence-informed formative assessment, and a shared pedagogy supported by professional dialogue — learners will benefit from clearer progression, effective questioning, and responsive feedback. Over time, this will result in more confident, engaged, and successful learners in numeracy, with teachers demonstrating increased confidence in making robust judgements based on a wide range of assessment evidence (including observations, discussions, and performance tasks). Improvements in teaching consistency and assessment practice will create more equitable and challenging mathematical experiences for all learners, contributing to the sustained rise in attainment.

Annual attainment increases of approximately 2–3% to reach the 95% target.

Teacher judgements in mathematics consistently aligned with national benchmarks through robust moderation.

Identified gaps in attainment (e.g., SIMD, ASN,) show evidence of narrowing over time.

Learners demonstrate increased confidence and application of mathematical concepts in a range of contexts.

Evidence of Impact:

Year-on-year improvement in ACEL data.

Records of moderation activities and standardised assessments validating teacher judgement.

Classroom observations, assessment evidence, and pupil work samples showing improved understanding and application.

Tracking and monitoring data demonstrating sustained progress and early intervention where needed.

EXPECTED IMPACT:

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.

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.

Priority 3 (Long Term Outcome): 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.

(Please insert the relevant information below)

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.

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

RATIONALE:

To support the development of enthusiastic, resilient, and motivated learners, it is essential to provide experiences beyond the traditional classroom that promote challenge, enrichment, and deeper engagement with literacy. Creating a literacy-rich environment outside the standard setting — with a particular focus on talking and listening — allows learners to build essential communication skills in more dynamic, meaningful contexts. Current ACEL data for talking and listening in literacy has been used to identify specific target groups of learners who would benefit most from enhanced support. These children will be the focus of initial interventions. Data indicates that while many learners perform adequately in reading and writing, their oral communication and active listening skills are underdeveloped, impacting overall confidence and participation across the curriculum. By providing opportunities for learners to collaborate, express ideas, and engage in purposeful dialogue through outdoor and creative literacy experiences, the school aims to build confidence and promote equity in communication. These enriched experiences will also support wellbeing and motivation, helping all learners to reach their full potential and celebrate their progress and success.

OUTCOMES:

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

Long-term change will result from the consistent implementation of active, co-operative, and independent learning approaches using Forest School pedagogy and wider outdoor learning opportunities. These experiences will make purposeful use of both the school and local forest grounds, enabling learners to build resilience, communication, and emotional literacy in authentic contexts. Professional learning for staff, supported by the sharing of community expertise within Glenmavis, will ensure sustainable, high-quality delivery of outdoor learning. Over time, these approaches will contribute to increased pupil engagement, confidence in communication, and a stronger sense of wellbeing — key indicators of readiness to learn across all stages.

EXPECTED IMPACT:

Learners will benefit from increased purposeful outdoor learning through:

Listening and Following Instructions

Children follow 2–3 step verbal instructions with less repetition.

Evidence: Teacher observation checklists.

Talking and Working Together

Children talk in pairs or small groups during outdoor tasks.

Evidence: Anecdotal notes, recorded observations.

Using Outdoor Vocabulary

Children begin using words linked to outdoor learning (e.g., direction, weather, nature).

Evidence: Vocabulary checklists or word banks.

Turn-Taking and Listening

Children take turns speaking and listening in outdoor games or discussions.

Evidence: Group task reflections, teacher observations.

Confidence in Sharing Ideas

Children share ideas more confidently during outdoor plenaries.

Evidence: Pupil voice, video/audio recordings.

Expressing Themselves

Children use clear language and sentence starters to share thoughts and feelings. Evidence: Group activity reflections, teacher notes.

Problem-Solving

Children suggest ideas or solutions during outdoor challenges.

Evidence: Observations during tasks, learner feedback.

Collaborating with Peers

Children work cooperatively, take turns, and show respect for others' ideas.

Evidence: Teacher observations, group work samples.

Ownership and Responsibility

Children make choices in tasks and care for the outdoor space. Evidence: Observations of independence and responsibility.

Early Signs of Resilience and Confidence

Children “have a go,” persist with tasks, and respond positively to feedback.

Evidence: Teacher notes, pupil voice.

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.) If your establishment has a nursery, please also include nursery key strengths/successes within each QI.

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
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: Increase the percentage of pupils achieving expected levels in writing and mathematics.

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

How Well Are We Doing

Self-Evaluation for Self-Improvement

- Stakeholder consultations (parents, pupils, staff) inform improvement priorities.
- Staff share learning from PRD, university courses, and West Partnership CPD.

Leadership of Change

- HT models continuous professional learning (In Headship, Wellbeing Group) and shares updates.
- Leadership opportunities for staff and pupils are widespread and impactful.

Learning, Teaching and Assessment

- Teachers confidently demonstrate digital pedagogy, improving learner experiences.
- Collaborative planning and moderation ensure consistency and quality.
- Moderation session within the cluster of High-Quality Assessment plans.

Raising Attainment and Achievement

- Robust tracking and monitoring systems ensure interventions are effective.
- Attainment targets supported by strong professional judgement and ACEL data.

What's Working Well for Learners

Self-Evaluation for Self-Improvement

- Regular staff meetings on improvement priorities with open, challenging dialogue.
- Improvement Plan is a working document, reviewed and adapted collaboratively.
- Leadership embedded across curriculum areas and pupil leadership through Wee Leadership Team.
- Staff embrace change and adapt to new pedagogies and digital technologies.

Learning, Teaching and Assessment

- Collaborative learning and Learning Rounds enhance pedagogy and learner engagement.
- Digital technology embedded to support inclusion and improve access to the curriculum.

Ensuring Wellbeing, Equality and Inclusion

- Targeted interventions tracked and monitored for impact, ensuring equity.
- Universal support maximized before additional/intensive interventions.

Raising Attainment and Achievement

- Experiences like Palacerigg Country Park broaden achievement and develop problem-solving skills.
- Strong tracking systems (NY model adapted) support attainment and progression.

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

How do we know?

- Children articulate updated school values during assemblies, class discussions, and pupil voice sessions; consultation feedback confirms their involvement in updating values.
- We Promise Award (Nov 2024) certificate and feedback from NLC validate our commitment to children's rights and wellbeing.
- Nursery engagement logs and parent feedback show increased family participation in learning activities.
- Minutes from SMT and pupil leadership meetings demonstrate children influencing decisions (e.g., toilet improvements, Fun Fit Friday, Motivational Mondays, Santa Dash, Minecraft Education Christmas challenge).
- Snapshot Jotter week and peer learning conversations/observations demonstrates pupils sharing learning confidently across stages.
- CPD records confirm staff training in Outdoor Learning and digital initiatives (Tech Tuesdays).
- Digital engagement data from NLC Code-along sessions and classroom planning evidence regular use of technology.
- All teaching staff participating within a collegiate CLPL session and cascaded their findings from engagement within a set piece of professional learning.

What evidence of positive impact on learners?

- Ownership and confidence: Children feel empowered by influencing school values and improvement priorities, leading to higher engagement.
- Rights-based practice: Strengthened wellbeing and inclusion, evidenced by achieving the We Promise Award and positive pupil feedback.
- Community relationships: Nursery-family engagement builds resilience and supports transitions.
- Leadership skills: Pupil-led initiatives improve school environment and develop problem-solving and responsibility.
- Enhanced learning experiences: Outdoor Learning and curiosity approach foster creativity, independence, and motivation.
- Digital competence: Regular participation in Code-along and Tech Tuesdays improves digital literacy and future readiness.
- Creation of Digi-Crew who support across the school and nursery in the implementation of digital literacy.

- Collaborative culture: Sharing learning across stages promotes aspiration and achievement.
- Primary 7 class achievement of DYW award in relation with Global Compact Network UK which demonstrated a commitment to the UN Sustainable Development Goals.

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

What are we going to do now?

- Strengthen pupil leadership by expanding opportunities for decision-making beyond current initiatives (e.g., more involvement in curriculum refresh and school environment projects) and to further enhance this through the adoption of the Education Scotland Pupil Voice Toolkit to guide and support pupil voice sessions.
- Embed Outdoor Learning and Forest School further by linking it explicitly to curricular areas and tracking its impact on engagement and attainment.
- Increase digital learning opportunities by extending Tech Tuesdays and integrating NLC Code-along into planning for all stages.
- The current Primary 7 class are completing the SQH Dynamic Youth Award.
- Build on nursery-family engagement by introducing more structured opportunities for parents to participate in learning experiences.

Improvement Priorities in this Area

Learning, Teaching and Assessment

- Enhance digital pedagogy and outdoor learning strategies further through targeted CPD and peer observation.
- Engage with the Pedagogy Team to plan and implement a Play and Enquiry based approach to teaching and learning
- Incorporate play and enquiry based learning approaches across all classes.
- Embed the Enhanced Provision classroom into the whole school and nursery learning environment.

Wellbeing, Equality and Inclusion

- Strengthen community partnerships and family engagement to support resilience and wellbeing.

Raising Attainment and Achievement

- Track and evaluate the impact of leadership and digital initiatives on attainment and learner confidence

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: Increase the percentage of pupils achieving expected levels in writing and mathematics.			
How well are you doing? What's working well for your learners?			
<p>How well are we doing?</p> <p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • Positive, nurturing and challenging relationships underpin learning across the school and nursery, resulting in high-quality outcomes for almost all learners. • Learner engagement in literacy has strengthened, with P3–P7 demonstrating increased enthusiasm for reading following the purchase of pupil-selected novels. • Enhanced banded books in P1–P3 ensure breadth, challenge and progression. • Digital Learning supports pupil ownership of learning and active participation in decision-making. • Staff engage in effective collaborative planning and moderation within stages, resulting in consistent, high-quality learning and teaching and improved experiences for learners across all stages. • Assessment is regular and reliable, with termly cycles and evidence stored in personalised digital folders to track progress effectively and to improve a shared understanding of achievement of a level and deepen professional dialogue further. <p>Ensuring Wellbeing, Equality and Inclusion</p> <ul style="list-style-type: none"> • Positive relationships, nurturing approaches and strong wellbeing practices ensure learners feel safe, included and valued. • A wide range of targeted and universal interventions is delivered by highly skilled staff. • Early Level staff have implemented the Teaching Talking Assessment, improving understanding of readiness for learning. • Updated GIRFME plans and use of the “What I Think” Tool support meaningful pupil participation and increasingly focused targets. • Training in the Resilience Toolkit enhances GIRFEC planning and target-setting. • Multi-agency partnerships contribute significantly to meeting the needs of children requiring additional or intensive support. • Transition programmes across Nursery–P1, class-to-class and P7–S1 are strong, nurturing and effective. <p>Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • A robust, multi-layered tracking and monitoring system (including ACEL, TPJ, New York Model, planning days and learning rounds) provides a clear overview of progress and attainment. • Almost all teachers demonstrate increased confidence in using benchmarks and articulating TPJ. • Targeted work in Comprehension and Maths through NCCT. • Universal access to digital tools (Promethean boards, 1:1 iPads, laptops) supports equity and enhances learning. • Targeted learners benefit from additional digital supports such as Clicker 8 and Nessy. • The whole-school Writing Floor Book strengthens motivation and celebrates progress and success. • The Reading Wise Decoding intervention pilot is supporting targeted learners, with pre- and post-assessment data evidencing impact. <p>Leadership of Change</p> <ul style="list-style-type: none"> • Pupil Voice is embedded and impactful. Learners influence IDL, digital developments and school-wide initiatives. • Leadership is distributed across the school through the Wee Leadership Team, Sports Leaders and Digital Champions, with opportunities extended to younger learners. 			

- Staff work collaboratively during cluster moderation, LTA meetings and West Partnership CLPL to ensure practice remains current and research-informed.
- A co-created Learning, Teaching and Assessment Policy is fully embedded and aligned with NLC guidance.
- CST support strengthens pedagogy and is improving outcomes in P1 and P2 for most children.
- Staff take part in Caffeine and Collaboration sessions where they read and analyse a text termly and have dialogue around the text which in some way will be linked to SIP.

What's working well for our learners?

Learning, Teaching and Assessment

- Learning across our school and nursery is characterised by positive, nurturing and appropriately challenging relationships, resulting in high-quality outcomes for most learners. Engagement in literacy has improved, with P3–P7 demonstrating increased enthusiasm for reading following the introduction of pupil-selected novels, and enhanced banded books in P1–P3 providing strong breadth, challenge and progression. Learners benefit from equitable access to digital learning, supporting independence and participation in decision-making. Regular, reliable assessment cycles and personalised digital evidence folders ensure timely identification of needs and support deeper professional dialogue around achievement of a level. Moderation within the cluster and West Partnership strengthens the accuracy of teacher professional judgement.

Ensuring Wellbeing, Equality and Inclusion

- Learners experience a strong sense of safety, belonging and value due to positive relationships, nurturing approaches and high-quality wellbeing practices. A wide range of universal, additional and intensive interventions is delivered by skilled staff, and Early Level readiness is strengthened through the Teaching Talking Assessment. Updated GIRFME plans and the “What I Think” Tool ensure meaningful participation in planning, with clearer, more focused learner targets. Training in the Resilience Toolkit enhances emotional understanding and supports precise target-setting. Strong multi-agency partnerships and robust transitions (Nursery–P1, class-to-class and P7–S1) ensure continuity, confidence and wellbeing for almost all learners

Raising Attainment and Achievement

- A robust, multi-layered tracking and monitoring system provides a clear overview of progress, enabling swift identification of barriers and appropriate next steps. Staff demonstrate increased confidence in benchmarks and TPJ, strengthening the reliability of attainment information. Learners benefit from universal access to high-quality digital tools (Promethean boards, iPads, laptops), and targeted supports such as Clicker 8 and Nessy. Focused NCCT work in Comprehension and Maths is improving progress across stages. The whole-school Writing Floor Book motivates learners, celebrates success and raises the profile of writing. Targeted learners engaging in the Reading Wise Decoding pilot show measurable gains evidenced through pre- and post-assessment data.

Leadership of Change

- Learners experience meaningful leadership opportunities through IDL choices, digital initiatives, the Wee Leadership Team, Sports Leaders and Digital Champions, with roles now accessible to younger pupils. Pupil voice is embedded and influences school-wide developments. Staff work collaboratively through cluster moderation, LTA leadership groups and West Partnership CLPL, ensuring practice is current, reflective and research-informed. Our co-created Learning, Teaching and Assessment Policy provide consistency and coherence across the school and nursery. CST support is strengthening pedagogy and improving outcomes, especially in the Primary 1 & 2 stage.

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

How do we know?

Pupil Voice, Leadership and Participation

- We know learners influence improvement because pupil feedback directly leads to change — for example, the establishment of Junior Sports Leaders, new after-school clubs, Motivational Monday's and expansion of the Wee Leadership Team.
- Evidence from Digital activities shows almost all learners successfully use a range of apps and software, demonstrating increasing independence and digital citizenship.
- HOTs are embedded as almost all learners can articulate higher-order thinking, and staff consistently include HOTs in LIs and SC across all stages.

Curriculum, Progression Pathways and Digital Integration

- Staff use digital progression pathways consistently, evidenced through shared OneNote forward planners that incorporate the most recent NLC frameworks.
- Almost all digital assessment folders remain up to date and consistent across classes, showing alignment between planning, assessment and moderation across a level.

Targeted Interventions and Attainment

- Impact data from Number Box and Literacy Box shows noticeable improvement for a few learners.

- Early identification is strengthened through Literacy Profiles, with clear evidence of earlier intervention and improved clarity of support; staff feedback confirms this is improving outcomes.
- The Reading Wise Decoding Pilot provides live online progress tracking and measurable improvement through Burt Assessments pre and post intervention, giving concrete evidence of progress for targeted learners.

GIRFEC, Child Planning and Wellbeing

- GIRFME and WITT planning documents show that children have short, specific and regularly reviewed targets, with staff able to evidence measurable progress.
- Transition feedback from parents, learners and secondary colleagues indicates strong support systems between Nursery → P1 and P7 → S1.
- Regular professional dialogue ensures that staff accurately identify necessary supports and adapt provision.

Tracking, Monitoring and Professional Judgement

- Tracking meetings show that staff quickly identify barriers and adjust learning without waiting for formal assessments, demonstrating a highly responsive pedagogy.
- All staff analyse data regularly, which is evidenced in updated tracking systems and contributes to the strength of TPJ.
- Staff engagement with LTA Leader meetings, NLC guidance, West Partnership resources and Teams channels ensures current, research-informed practice, evidenced through consistent approaches across the school.

Family Engagement and Partnerships

- Parent feedback and ongoing communication logs confirm strong, trusting relationships, which correlate with improved wellbeing and progress for almost all learners.
- Multi-agency action plans demonstrate how partnerships lead to enhanced targeted support, showing measurable impact for children with additional needs.

What evidence do we have on positive impact on learners?

- Learners are experiencing greater engagement, motivation and participation across the school. Pupil voice is directly shaping improvement work, with developments such as Junior Sports Leaders, after-school clubs, Motivational Mondays and the expansion of the Wee Leadership Team demonstrating that learners' views lead to meaningful change. Digital evidence shows almost all learners successfully using a wide range of apps and tools, increasing their independence and digital citizenship. Higher-order thinking skills are becoming embedded, with most learners able to articulate their thinking and teachers consistently integrating HOTs into learning intentions and success criteria.
- Curriculum progression is well supported through consistent use of digital pathways and updated NLC frameworks, ensuring a clear, coherent learning journey. Digital assessment folders across almost all classes show strong alignment between planning, assessment and moderation. Targeted interventions—including Number Box, Literacy Box, Literacy Profiles and the Reading Wise Decoding pilot—are demonstrating measurable improvements in attainment, with live tracking and pre/post assessments providing concrete evidence of progress.
- Learners are also benefiting from strong GIRFEC practices. GIRFME and WITT plans show short, focused and regularly reviewed targets, while transition feedback from Nursery to P1 and P7 to S1 confirms that children feel supported and prepared. Regular professional dialogue and adaptable teaching approaches ensure that staff quickly identify needs and adjust learning accordingly.
- Robust tracking and monitoring processes provide reliable evidence of improved outcomes, with staff analysing data regularly and using it to strengthen TPJ accuracy. Engagement with NLC and West Partnership CLPL ensures consistent, research-informed practice. Strong parental relationships and effective multi-agency work enhance wellbeing and targeted support, evidencing improved confidence, progress and outcomes for almost all learners.

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

What are we going to do now?

Assessment, Moderation and Higher-Order Thinking

- Act on feedback from local and West Partnership moderation events to refine and strengthen High-Quality Assessments (HQAs).
- Begin adjusting assessments to better reflect real-life learning contexts and increase opportunities for Breadth, Challenge and Application.

Numeracy and Maths

- Begin staff training/discussions to build awareness and understanding of dyscalculia.
- Start using the Dyscalculia Toolkit when developing individual Maths/Numeracy learner profiles.

Writing

- Nominate two staff members to complete the *Explicitly Teaching Writing* CLPL programme next session and lead the rollout of this pedagogy across all classes through staff training and shared practice.

- P6 and P7 will participate in Phase 2 of the NLC *Knowledge About Language* pilot to support the continued development of language and literacy skills.
- A staff member will join the NLC *Knowledge About Language* First Level working group to lead and develop this area through ongoing CLPL.
- The purchase of a small-group licence for the *Reading Wise* Decoding and Zip modules will continue to support targeted learners from the pilot and provide further intervention for learners identified through teacher professional judgement and pre-Burt assessment data.

Learner Self-Evaluation

- Introduce the Keys to Success tool in all classes to support immediate development of learner self-assessment and reflection.

Consistency Across Classrooms

- Begin the roll-out of task boards to provide consistency of routines and expectations across all classes.
- Embed the universal marking approach across the whole school to promote consistency and clearer feedback and use Qwiqr and Plicker to enhance feedback

Celebrating Achievement

- Begin using Milestone Stickers across classes to recognise learners' achievements and progress instead of the snapshot jotters – this must be further consulted on.

Improvement Priorities

Strengthening Assessment and Moderation

- Deepen the quality, validity and reliability of HQAs through continued engagement in moderation at school, cluster, and West Partnership level.
- Ensure all assessments consistently support HOTS and meaningful application of learning.

Raising Attainment in Numeracy and Maths

- Develop a whole-school approach for identifying and supporting learners with dyscalculia.
- Embed the Dyscalculia Toolkit into targeted support and planning across stages.

Raising Attainment in Writing

- Establish a consistent, whole-school writing pedagogy through scaling up Explicitly Teaching Writing. From September 2026, two staff members will become trained specialists and lead the school-wide cascade of this.
- Align writing pedagogy with the forthcoming NLC Knowledge About Language programme.

Developing Learner Self-Awareness and Metacognition

- Build a consistent whole-school culture of self-evaluation using the Keys to Success tool.
- Strengthen learners' metacognitive understanding so they can confidently articulate: what they are learning, how well they are progressing and what their next steps are.

Increasing Consistency in Learning Environments

- Ensure all classes implement uniform task boards, universal marking approaches, and shared routines to ensure consistency, equity and clarity for all learners.

Enhancing Recognition and Celebration of Achievement

- Develop a whole-school approach to recognising progress through Milestone Stickers and other celebration systems to motivate and build learner confidence further.

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: The school/nursery will continue to focus on closing the attainment gap between the most and least disadvantaged children and young people, while improving overall attainment in literacy and mathematics.		
NIF Driver: Curriculum and Assessment – Ensuring wellbeing is embedded across the curriculum and supported through assessment of need. School and ELC Improvement, Performance Information, School and ELC Leadership, Teacher and Practitioner Professionalism, Parent/Carer Involvement and Engagement.		
UNCRC: This priority is underpinned by the following UNCRC Articles: Article 3 – The best interests of the child are a primary consideration in all decisions and actions, Article 12 – Children’s views are actively sought, listened to, and respected in matters affecting them, Article 28 – Every child has the right to an education, Article 29 – Education must develop every child’s personality, talents, and abilities to the full, and prepare them for life in a free society.		
RECR (if appropriate) N/A		
Linked SIP/PEF Priority: Increase the percentage of pupils achieving expected levels in writing and mathematics.		
How well are you doing? What’s working well for your learners?		
<p>How well are we doing? Ensuring Wellbeing, Equality and Inclusion</p> <ul style="list-style-type: none"> We have a strong commitment to wellbeing and inclusion, evidenced by zero exclusions, high attendance, and positive pupil feedback. SHANARRI indicators and wellbeing tools are embedded in planning and tracking. <p>Leadership of Change</p> <ul style="list-style-type: none"> Staff engage in continuous professional learning (Into Headship, Masters-level study, Education Scotland CLPL, West Partnership), and leadership opportunities for pupils and staff are embedded across the school. <p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Outdoor learning and Forest School approaches enhance engagement and resilience. Digital pedagogy and communication-friendly environments support inclusion and accessibility. <p>Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Robust tracking systems and targeted interventions ensure equity and progress in literacy, numeracy, and HWB. Universal HWB offerings and wider achievement opportunities contribute to positive outcomes. <p>What’s working well for our learners? Ensuring Wellbeing, Equality and Inclusion</p> <ul style="list-style-type: none"> Learners feel safe, included, and respected, Wellbeing initiatives such as PATHS and the Resilience Toolkit support emotional regulation and readiness to learn. <p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Outdoor learning and digital strategies promote engagement, creativity, and independence, use of outdoor spaces for active learning. Digital tools to enhance creativity and learner autonomy. <p>Leadership of Change</p> <ul style="list-style-type: none"> Pupil leadership roles foster confidence and responsibility. Wee Leadership Team and after-school/wider clubs provide opportunities for pupils to lead and take responsibility. <p>Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Strong attainment trends supported by effective interventions and family engagement. Targeted interventions and collaboration with families to sustain and improve attainment. 		
How do you know? What evidence do you have of positive impact on learners?		
<p>How do we know?</p> <ul style="list-style-type: none"> Pupil Voice & Emotional Literacy Almost all children can articulate their emotions and demonstrate strong emotional literacy and self-awareness during class discussions, wellbeing check-ins, and pupil voice sessions. Tracking & Monitoring SHANARRI indicators, WIT tool, and updated GIRFMe plans provide measurable evidence of progress in wellbeing. The Resilience Toolkit is used effectively to set and achieve realistic wellbeing targets, praised by Educational Psychology. <p>What evidence do we have of positive impact on learners?</p> <ul style="list-style-type: none"> Family Feedback Parents/carers outcomes from Seasons for Growth (SFG) and LIAM groups, noting improved emotional regulation and resilience at home. HWB information sessions and open-door policy strengthen trust and engagement. Observation & Lesson Evidence Progressive planners aligned with the Healthy Schools Framework allow children to explore complex topics (e.g., racism, mental wellbeing). Observations and jotter work shows deeper understanding and inclusion. 		

- External Validation Multiagency feedback validates the effectiveness of wellbeing strategies.
- Attainment & Achievement Data. Staff use wellbeing tools and planning frameworks to set achievable targets, contributing to improved learner outcomes. Strong attendance figures and zero exclusions reflect a positive school culture.

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

What are we going to do now?

- Continue to embed and enhance Motivation Mondays to develop learners' lifelong learning skills and promote positive attendance.
- Continue to embed wellbeing initiatives and update GIRFMe plans regularly using WIT tool and Resilience Toolkit.
- Maintain strong community links (e.g., sheltered housing, local businesses such as Lidl) to support family engagement and real-world learning.
- Implement nursery intervention programmes: Three Read, BookBug, and Play on Pedals.
- Strengthen pupil leadership through the Wee Leadership Team (now in its 4th year) and expand opportunities for decision-making further.
- Support P7 pupils to lead after-school clubs, promoting responsibility and confidence
- Implement and embed the new Wee Leadership Team initiatives to strengthen pupil leadership and drive continuous school improvement
- Further enhance the Digi-Crew to continue to lead digital literacy across the school and nursery
- Participate in further NLC Build Battles and Screen Scotland pilot to enhance curriculum innovation – Classes P7, P5 and P3 classes will participate
- Continue to strengthen engagement with the newly formed Parent Partnership Group.
- Continue collaboration with local businesses and organisations to enrich learning experiences.
- Continue to deliver termly CLPL sessions through "Caffeine & Collaboration", focusing on professional reading and reflective practice.
- Work towards achieving the Gold Sports Award.
- Involve learners in further Social Enterprise projects to develop real-world skills.
- Maintain and build on successful transition practices across nursery, school, and cluster partnerships.
- Ensure all wellbeing and support initiatives are underpinned by safeguarding principles and inclusive practice.

Improvement Priorities

Ensuring Wellbeing, Equality and Inclusion

- Strengthen targeted wellbeing interventions through Forest School and outdoor learning experiences.
- Continue to embed resilience strategies using the WIT tool and Resilience Toolkit, ensuring regular updates to GIRFMe plans.
- Maintain and expand community partnerships to support family wellbeing and learner engagement.

Family Learning

- Deepen parental engagement through HWB workshops and collaboration with the Parent Partnership Group.
- Enhance nursery provision through intervention programmes (Three Read, BookBug, Play on Pedals) and additional funding (Edina Trust).

Leadership of Change

- Expand pupil leadership opportunities via the Wee Leadership Team, house system, and P7-led after-school clubs.
- Strengthen staff leadership and collaboration through termly CLPL sessions ("Caffeine & Collaboration") and reflective practice.

Learning, Teaching and Assessment

- Embed digital pedagogy through the Digi-Crew initiative and participation in NLC Build Battle and Screen Scotland pilot.
- Continue to integrate progressive planners and Healthy Schools Framework to deepen understanding of complex topics.

Raising Attainment and Achievement

- Maintain focus on SIP priorities for Writing and Mathematics, ensuring robust tracking and targeted interventions.
- Reaccreditation for the Gold Sports Award and broaden wider achievement through Social Enterprise projects.

Safeguarding & Transitions

- Ensure all wellbeing and support initiatives are underpinned by safeguarding principles and inclusive practice.
- Maintain and build on successful transition practices across nursery, school, and cluster partnerships.

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

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: Increase the percentage of pupils achieving expected levels in writing and mathematics.
How well are you doing? What's working well for your learners?
<p>How well are we doing?</p> <p>Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment is strong and improving year-on-year, with most learners on track across literacy and numeracy and almost all on track in HWB (Dec 2025 data: Reading 87.3%, Writing 82.17%, Numeracy 86.63%, HWB 91.09%). Teacher professional judgement is robust, supported by benchmarks, progression pathways, and a range of evidence. Equity is embedded in practice, with scaffolding, targeted interventions, and effective use of PEF ensuring all learners access high-quality learning. <p>Ensuring Wellbeing, Equality and Inclusion</p> <ul style="list-style-type: none"> Culture and ethos are positive, evidenced by zero exclusions and excellent attendance. Family engagement in nursery is strengthening relationships and resilience. <p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Digital learning is well integrated, with initiatives like Tech Tuesdays and NLC Code-along improving digital literacy and engagement. Outdoor Learning and curiosity approach are enhancing creativity and independence. <p>Leadership of Change</p> <ul style="list-style-type: none"> Leadership is embedded across the school, with pupils influencing decisions and leading initiatives. Staff CPD is strong, focusing on outdoor learning, digital pedagogy, and research-based literacy programmes. <p>What's working well for our learners?</p> <p>Leadership of Change</p> <ul style="list-style-type: none"> Learners feel ownership and voice in school improvement through leadership roles and consultations on values. Collaborative culture allows learners to share learning across stages, promoting aspiration and confidence. <p>Ensuring Wellbeing, Equality and Inclusion</p> <ul style="list-style-type: none"> Rights-based practice supports wellbeing and inclusion, evidenced by achieving the <i>We Promise Award</i>. Positive transitions across stages and into high school reduce anxiety and maintain continuity. <p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Learning experiences are varied and engaging, including outdoor learning, digital initiatives, and pupil choice in reading/writing (using apps and digital platforms). <p>Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Targeted support and interventions ensure learners make progress and close gaps in attainment.
How do you know? What evidence do you have of positive impact on learners?
<p>How do we know?</p> <ul style="list-style-type: none"> Observation and feedback: Children confidently share and discuss their learning during class, assemblies, and peer activities. Planning and assessment records: Teachers use enhanced planning, TPJ, benchmarks, and progression pathways to identify gaps early and provide challenge. Tracking and monitoring: Data shows pupils progressing successfully through CfE levels, supported by interventions and targeted support (CAT/CST, SAM groups). Choice logs and pupil voice: Records of pupil challenges, task choice, and home reader selection demonstrate learner agency. Resource updates: Library and novel lists reflect varied texts for all learners; Sumsdog usage tracked through digital engagement reports. Celebration evidence: Success shared via Twitter, assemblies, and classroom displays; teachers consistently acknowledge achievements from school and beyond. Intervention records: Clicker 8 logs show targeted support for literacy needs. <p>What evidence of positive impact on learners?</p> <ul style="list-style-type: none"> Increased confidence: Children are more willing to share learning and proud of achievements, fostering a positive learning culture. Improved attainment: Early identification of gaps and targeted interventions support progression through CfE levels. Greater engagement: Pupil choice in tasks, reading materials, and challenges increases motivation and ownership of learning.

- Enhanced literacy and numeracy: Use of Sumdog, EPIC Reading, Nessy, and Clicker 8 improves skills and enjoyment.
- Inclusive ethos: Celebrating achievements inside and outside school builds self-esteem and strengthens community.
- Equity and challenge: Scaffolding and universal offerings ensure all learners access appropriate support and stretch.

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

What are we going to do now?

- Continue to embed digital progression pathways with ongoing staff feedback to ensure consistency and impact across all stages.
- Continue targeted focus on teaching and learning within Maths through consistent and progressive delivery during NCCT.
- Analyse attainment data in Maths and Numeracy to identify targeted learners and provide intervention-based support.
- Targeted group of learners will engage in online intervention modules to support reading and knowledge of phonics.
- Drill down into individual learner journeys to understand barriers and close attainment gaps, particularly in Maths.
- Focus on SIP priority for Writing, implementing strategies and upskilled pedagogy to raise attainment in literacy.
- Track and monitor assessments rigorously to measure the impact of interventions and targeted support.
- Expand outdoor learning opportunities across all classes to enhance engagement and creativity.
- Invest in resources for outdoor games, responding to pupil consultation feedback.

Improvement Priorities

Raising Attainment and Achievement:

- Continue to reduce the Maths attainment gap through targeted NCCT utilising a consistent and progressive plan across all stages, during staff meeting highlighted need to revisit specific concepts and class teachers will work on this. Maths champion also created a concept overview for teachers to follow. Using TPJ to focus on the skills needed from our planners to bridge across to the new NLC planners. **As above – will this still be a NCCT focus next session?**
- Continue to Improve attainment in Reading and Writing as per SIP priority. **Will this be in line with new SIP?**

Learning, Teaching and Assessment:

- Strengthen the use of progression pathways and ensure teacher confidence in TPJ and benchmarks.
- Embed outdoor learning and Forest School sessions as a planned, progressive experience linked to curriculum areas.

Leadership of Change:

- Use staff feedback and data analysis to adapt strategies dynamically and ensure equity for all learners.

NURSERY

Q1 3 - Play, learning and Development with a focus on Learning Teaching and Assessment

Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
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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:

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: To build a consistent, skilled and reflective staff team who deliver high-quality, responsive, play-based learning. Through focused professional learning, mentoring and regular audits, we will strengthen understanding of child development, improve assessment and support early identification of needs. Impact will be monitored through feedback, tracking and ongoing review to ensure sustained improvements for all learners.

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

How Well We Are Doing

- Staff use high-quality interactions to support, challenge and extend children's thinking, promoting deeper understanding.
- Transitions are calm, purposeful and well managed, ensuring children feel secure and ready to learn throughout the day.
- A rights-based approach underpins practice, with children given meaningful opportunities to be independent, responsible and lead aspects of their learning.
- Assessment information—including observations, developmental milestones and family input—is used effectively to inform planning and identify next steps.
- A balanced approach to intentional and responsive planning ensures breadth, depth, challenge and progression across the curriculum.

- Tracking and monitoring systems allow staff to identify strengths, needs and gaps early, supporting timely intervention.
- Professional dialogue supports reliable, consistent judgements about children’s progress.

What’s Working Well for Our Learners

- Children are motivated, engaged and curious through rich, play-based experiences.
- Digital technologies are used creatively to enhance communication, exploration and storytelling, supporting a wide range of learning styles.

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

How Do You Know?

- Observations, learning journals and floor books demonstrate progress in early language, numeracy, creativity and problem solving.
- Children show sustained engagement, independence and confidence, indicating strong learner ownership.
- Tracking data shows steady progress for most learners, with identified children making good progress through targeted support.
- Parent feedback reflects improved communication, stronger understanding of learning and visible progress at home.
- Staff report increased confidence in interactions, responsive planning and assessment for learning.
- Transition evidence shows children moving smoothly between routines, playrooms and into P1, demonstrating security and readiness.
- Tracking meetings and moderation discussions show growing consistency in professional judgement.

What Evidence Shows Positive Impact on Learners?

- Documented learning (journals, observations, floor books) clearly shows children’s progress across developmental areas.
- Learners’ behaviours— independence, confidence, sustained engagement— illustrate positive impact on wellbeing and learning for most children.
- Tracking systems confirm progress over time and demonstrate the effectiveness of targeted interventions.
- Parental feedback evidence that learning is meaningful, well-communicated and visible beyond the setting – weekly newsletters support this.
- Staff reflections highlight improved practice, leading to better learning experiences for children.
- Transition records show that children are confident, secure and ready for their next stage of learning.
- Moderation and professional dialogue provide evidence of reliable assessments and shared expectations across the team.

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

What Are You Going to Do Now?

- Continue to strengthen staff confidence in high-quality interactions that deepen thinking, language and problem solving.
- Further develop assessment for learning, ensuring observations clearly inform next steps and planning.
- Enhance opportunities for children to lead learning and influence planning more consistently.
- Continue improving the balance of intentional and responsive planning to ensure progression across Early Level.
- Strengthen digital learning opportunities to support creativity, communication and early digital literacy.
- Deepen professional dialogue and moderation to strengthen the reliability of judgements about progress.

What Are Your Improvement Priorities in This Area?

- Build staff capacity in delivering high-quality interactions that extend children’s learning.
- Embed robust assessment for learning practices that directly shape planning and children’s next steps.
- Ensure a consistently strong balance of planned and responsive learning across Early Level to support progression and coverage of outcomes.
- Enhance moderation and professional dialogue to ensure shared expectations and reliable professional judgement.

Section 5: NIF Quality Indicators: Summary (Submission June 2026)

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	Good	N/A
2.3 Learning, teaching and assessment	Good	Very Good

3.1 Ensuring wellbeing, equity and inclusion	Good	N/A
3.2 Raising attainment and achievement	Good	Satisfactory

Early Years – HMIE & Care Inspectorate (from September 2025)

Quality indicator	Establishment self-evaluation	CI/HMIE evaluation
1 Leadership	Good	Very Good
2 Children thrive and develop in quality spaces	Good	Very Good
3 Children play and learn	Good	Very Good
4 Children are supported to achieve	Good	Very Good

Key priorities for improvement planning next session

This section should articulate with the school (and nursery, if appropriate) 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).

Deepening Staff Understanding of Child Development

Significant progress has been made in strengthening staff knowledge and understanding of child development. This improved understanding is evident in day-to-day practice, where staff are better able to adapt learning experiences to meet individual children's needs.

There has been a strong and sustained commitment to professional learning. Staff have actively engaged in a range of high-quality internal and external training opportunities, including programmes such as *Loving Lunches*, *Block Play*, *Creative Outdoors*, and *Solihull*. These have enhanced practitioner knowledge, particularly in relation to supporting communication, emotional wellbeing, and play-based learning. As a result, staff are increasingly confident in implementing targeted interventions that support children's developmental progress. The introduction of champion roles has further strengthened practice. Staff leading specific areas have supported colleagues through modelling, coaching, and sharing best practice. This has contributed to the development of distributed leadership within the setting, fostering a stronger sense of ownership and accountability for improvement priorities. While observations are becoming more purposeful, they remain at an early stage of development. There is growing evidence that observations are beginning to inform planning more effectively, however further work is required to ensure consistency and depth. Tracking and monitoring systems are supporting earlier identification of concerns, enabling more timely and appropriate interventions. Moving forward, the focus will be on embedding high-quality assessment for learning approaches across all staff to ensure consistency, accuracy, and impact.

Embedding Policies and Procedures

There has been a marked improvement in staff awareness and understanding of key policies and procedures. The introduction of a *'policy of the month'* approach, alongside accessible guidance and visual prompts, has supported staff to engage more effectively with essential expectations.

As a result, practice is becoming increasingly consistent, with staff demonstrating greater confidence in applying procedures in their daily work. There is also a noticeable shift in culture, with practitioners more willing to seek clarification and guidance when unsure, contributing to safer and more effective practice overall.

Despite this progress, embedding consistency across the whole team remains an ongoing priority. Continued reinforcement, monitoring, and opportunities for discussion will be necessary to ensure that all policies are consistently understood and applied to a high standard.

Creating Engaging, Purposeful Learning Environments

The quality of learning environments has improved significantly and is now more closely aligned with children's interests, developmental stages, and individual needs. Practitioners are beginning to make more effective use of open-ended resources, creating opportunities for exploration, creativity, and problem-solving.

The environment is increasingly enabling children to lead their own learning, supporting greater independence and sustained engagement. As a result, children are demonstrating higher levels of involvement and are accessing a broader range of meaningful learning experiences.

These improvements have had a positive impact on the overall quality of provision. Moving forward, the focus will be on ensuring consistency across all areas and further strengthening adult interactions within these environments to maximise learning opportunities.

Strengthening Reflective Practice and Team Development

There has been a positive shift towards a more reflective and collaborative culture within the team. Staff are increasingly engaging in professional dialogue through weekly discussions, peer observations, and learning rounds. These opportunities are supporting practitioners to reflect on their practice, share ideas, and identify areas for development. As a result, there is growing evidence of the team becoming more receptive to feedback and commitment to continuous improvement. This collaborative approach is beginning to enhance the overall quality of practice across the setting. The next stage will focus on ensuring that reflection is purposeful, consistent, and clearly linked to improving outcomes for children.

Improving Consistency in Practice

Improvements can be seen in the consistency of routines, expectations, and staff interactions. This has contributed to a calmer, more predictable environment, which is supporting children's emotional wellbeing and sense of security. Stronger relationships between staff and children are evident, with practitioners demonstrating increased sensitivity and responsiveness. Children are benefiting from clearer boundaries and more consistent approaches across the team. Ongoing coaching, modelling of best practice, and robust monitoring will be essential to ensure a consistently high standard of practice across all areas of the setting.

Impact on Children

The improvements in staff practice and the learning environment are having a clear and positive impact on children's experiences. Children are engaging more confidently in their learning and are demonstrating increased levels of independence and involvement. There is evidence of improved self-regulation, with children showing greater ability to manage their emotions and behaviour. Social interactions are strengthening, and communication skills are developing well. Earlier identification of needs and more timely interventions are supporting inclusion and ensuring that children receive the support they require. As a result, outcomes for children are improving.

Parental Engagement

Communication with families has strengthened, with more consistent and meaningful opportunities to share children's learning and progress. Daily conversations, *stay and play* sessions, and weekly newsletters are supporting parents to feel more involved in their child's experience. This increased engagement is fostering stronger partnerships between home and the setting, which is positively impacting children's development and wellbeing.

Overall, good progress has been made in achieving this improvement priority. There is clear evidence of positive developments in staff knowledge, quality of provision, consistency of practice, and outcomes for children. We are committed to ensure we continue to embed consistency across all areas of practice, strengthen the quality and use of observations and assessment for learning, further develop staff confidence in promoting language and communication and ensure reflective practice is fully embedded and impactful.

Appendix 1

UNCRC	HGIOS 4	National Improvement Framework
<p>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</p>	<p>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</p> <p>PEF INTERVENTIONS</p> <p>1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership</p>	<p>NIF Priorities</p> <p>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.</p> <p>NIF Drivers</p> <p>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</p> <p>NIF Outcomes</p> <p>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</p>

<p>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 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</p>	<p>12. Research and evaluation to monitor impact</p> <p><u>EDUCATION AND FAMILIES' PRIORITIES</u></p> <p>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</p> <p><u>A QUALITY FRAMEWORK FOR ELC</u></p> <p>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</p> <p>2 Children thrive and develop in quality spaces 2.1 Children experience high quality spaces</p> <p>3 Children play and learn 3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment</p> <p>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</p>	<p>Scotland's society and economy.</p> <p>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.</p> <p>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.</p> <p>4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap</p> <p>5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs</p> <p>6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.</p> <p>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.</p>
<p>Developing In Faith</p>		

Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.