



Driving Equity and Excellence

Improvement Action Plans

Session 2026-27

Establishment:	New Monkland Primary School
Empowered Cluster:	Airdrie Academy
Head of Establishment:	Mary Reid

Improvement Plan Summary – School	
Priority 1:	By June 2027, most learners will achieve expected CfE levels in reading which will influence writing, with almost all learners demonstrating sustained progress over time, all staff consistently applying high-quality, evidence-informed pedagogy, resulting in improved consistency in learning and teaching and a reduction in the attainment gap.
Priority 2:	By June 2027, most learners will achieve expected CfE levels in numeracy/mathematics, with almost all learners demonstrating sustained progress across all stages and all staff consistently applying high-quality, evidence-informed numeracy pedagogy, resulting in improved attainment and a reduction in the attainment gap.
Priority 3:	By June 2027, most identified learners will demonstrate improved readiness to learn through play and enquiry, with most showing increased confidence in talking, listening and engagement, and almost all staff consistently applying play-based evidence-informed approaches, resulting in improved wellbeing, engagement and outcomes for targeted groups.
Improvement Plan Summary – Nursery	
Priority 1:	By June 2027, all practitioners will use clear learning intentions and shared language across the setting, with planning, tracking, and learning journals fully aligned. As a result, most children will understand what they are learning and how to succeed, leading to greater engagement, independence, and improved progress.
Priority 2:	By June 2027, practitioners will show greater confidence and consistency in delivering high-quality learning through reflective practice, professional learning, and effective environments, using shared approaches across the setting. As a result, most children will experience improved wellbeing, engagement, and progress, with

	earlier identification of needs and more effective support in place.
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Establishment Vision and Values

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

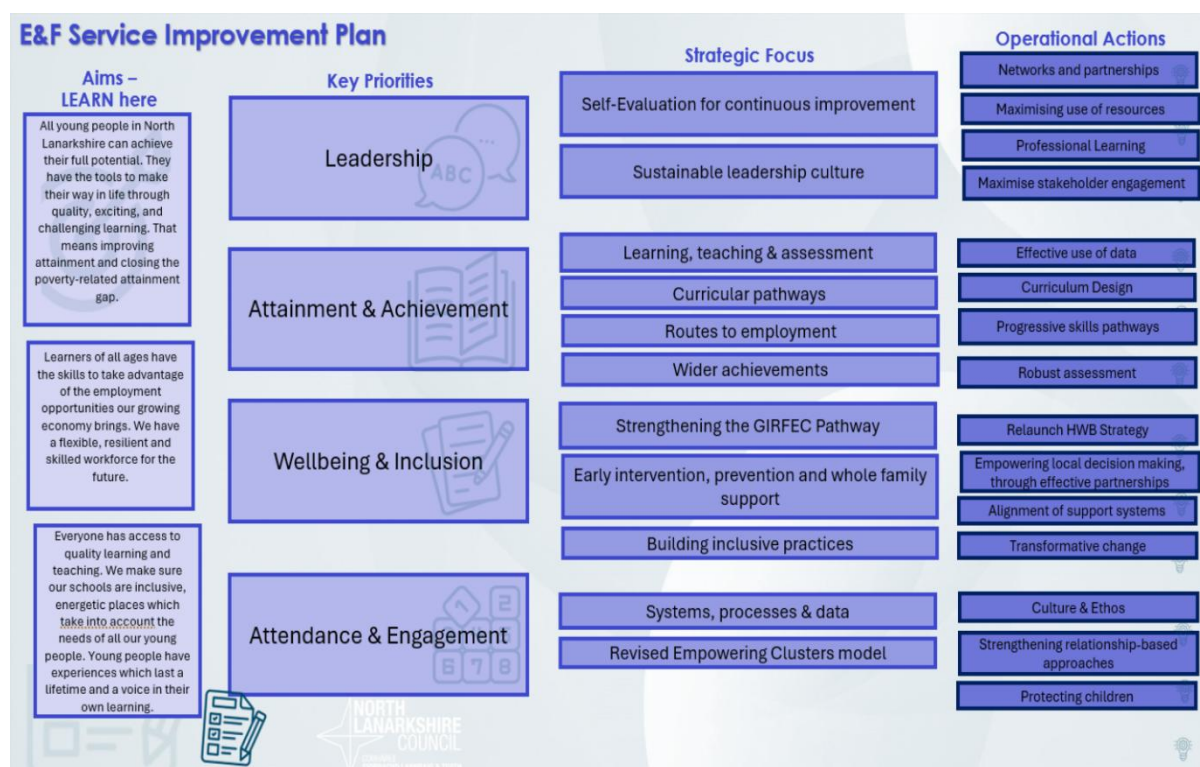
During session 2025/26, our average attendance was 94.5%, which is notably above the North Lanarkshire Council average of 92.4%. This reflects our strong commitment to promoting positive attendance through proactive and supportive approaches.

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.

Audit and Consultation

In arriving at our improvement priorities, the establishment has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.



Details of consultation (pupils, parents/carers, partners)

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. Our children get a good deal at NMPS/NC. Learners are actively engaged in their learning experiences across both the school and nursery settings. We always aim to foster strong relationships with families through an open-door policy and regular opportunities for dialogue. Formal parent/carers consultations are held twice per academic session, complemented by ongoing informal check-ins to ensure continuous engagement and support.

Our NMPS Parent Partnership 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, and "One community, One Goal."

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 cluster 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 both learning and teaching. 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.

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 2026 - 2027	By June 2027, most learners will achieve expected CfE levels in writing, with almost all learners demonstrating sustained progress over time, and almost all staff consistently applying high-quality, evidence-informed pedagogy, resulting in improved consistency in learning and teaching and a reduction in the attainment gap.	By June 2027, most learners will achieve expected CfE levels in numeracy/mathematics, with almost all learners demonstrating sustained progress across all stages and all staff consistently applying high-quality, evidence-informed numeracy pedagogy, resulting in improved attainment and a reduction in the attainment gap.	By June 2027, most identified learners will demonstrate improved readiness to learn through play and enquiry, with most showing increased confidence in talking, listening and engagement, and almost all staff consistently applying nurturing, inclusive and evidence-informed approaches, resulting in improved wellbeing, engagement and outcomes for targeted groups.
Year 2: 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.
Year 3: Session 2028 - 2029			

Guidance for Nursery Classes

When identifying improvement priorities, Head Teachers should ensure that nursery classes are fully and appropriately reflected. This can be achieved either by setting a distinct improvement priority (or priorities) specifically for the nursery class, or, where analysis of data and self-evaluation indicate that the priority applies to the whole establishment, by including at least two expected outcomes that are explicitly focused on early years.

In all cases, improvement planning should be rooted in robust self-evaluation and written to reflect approaches and actions that will deliver the best possible outcomes for children, taking account of developmental stage, pedagogy and the unique context of early learning and childcare. Within the checkpoints, all evaluative statements must also reflect the journey of improvement in early years.

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 2026 - 2027	By June 2027, all practitioners will consistently use clear learning intentions and success criteria within a shared language of learning embedded across the setting. Planning, tracking and children's learning journals will be fully aligned, clearly demonstrating progression and how learning is supported and built upon for each child.	By June 2027, all practitioners will demonstrate increased consistency and confidence in delivering high-quality learning and care through reflective practice, targeted professional learning and effective use of environments. Practice will be more consistent, with shared approaches to interactions, planning and support strategies across the setting.	
Year 2: Session 2027 - 2028			
Year 3: Session 2028 - 2029			

2026-27 Improvement Plan - School

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	By June 2027, most learners will achieve expected CfE levels in writing, with almost all learners demonstrating sustained progress over time, and almost all staff consistently applying high-quality, evidence-informed pedagogy, resulting in improved consistency in learning and teaching and a reduction in the attainment gap.
Person(s) Responsible Who will be leading the improvement?	All Staff

(Please insert the relevant codes which can be found in Appendix 1)

NIF Priority: Raising attainment and achievement Equity and inclusion	NIF Outcome(s): Attainment in literacy and numeracy Equity for all learners
NLC Priority: Raising attainment and achievement Equity and inclusion	QI: 3.2 Raising Attainment and Achievement 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion

Developing in Faith/UNCRC:

Article 28 – Right to education
Article 12 – Respect for the views of the child

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

This has been identified as a priority due to attainment data showing that, while most learners are making progress, a consistent minority are not yet achieving expected CfE levels in reading/writing, alongside evidence of variability in practice across stages. This is supported by ACEL data, moderation activities, and ongoing tracking, highlighting the need to embed a consistent whole-school reading/writing approach, strengthen progression pathways, improve formative assessment and feedback, and accelerate progress for identified target groups to further reduce the attainment gap.

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

Expected Impact (Short Term Outcomes)	Interventions/Actions to Support Improvement: How?	How Will You Track Progress? Measures	Checkpoint 1 December	Checkpoint 2 March
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes	RAG Status Tick progress toward outcomes
Almost all learners to demonstrate increased confidence and independence in writing tasks	Consistent modelling, scaffolding and targeted support increase learners' confidence and independence in writing tasks.	Learner voice, jotter evidence, QA findings and professional judgement demonstrate increased confidence and independence in writing tasks over time.		
Most learners to achieve expected CfE levels in writing	Consistent, high-quality learning, teaching and assessment, alongside robust tracking and moderation, increase attainment in writing and	Tracking, moderation evidence, attainment data and professional dialogue demonstrate increased writing attainment and improved		

	support most learners to achieve expected CfE levels.	consistency in CfE achievement over time and accuracy of teacher professional judgement.						
Targeted learners to demonstrate accelerated progress in writing attainment and develop the foundational skills for peer and self-assessment.	Consistent targeted interventions, structured support and explicit teaching of assessment approaches accelerate progress in writing attainment and develop learners' self and peer assessment skills using digital and non-digital tools.	Tracking data, digital assessment evidence (e.g. QWiQR), QA findings and professional judgement demonstrate accelerated progress in writing and increased use of self and peer assessment.						
Most learners to improve their quality of writing, showing increased structure, vocabulary and clarity of purpose	Consistent explicit teaching, structured scaffolding and targeted feedback improve the quality of learners' writing, strengthening structure, vocabulary and clarity of purpose.	Jotter evidence, assessment data, QA findings and professional judgement demonstrate improved writing quality, including structure, vocabulary and clarity of purpose over time.						
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

2026-27 Improvement Plan

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	By June 2027, most learners will achieve expected CfE levels in numeracy/mathematics, with almost all learners demonstrating sustained progress across all stages and almost all staff consistently applying high-quality, evidence-informed numeracy pedagogy, resulting in improved attainment and a reduction in the numeracy attainment gap.
Person(s) Responsible Who will be leading the improvement?	All staff

(Please insert the relevant codes which can be found in Appendix 1)	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	NIF Outcome(s): Attainment in literacy and numeracy Equity for all learners
NLC Priority: Raising attainment and achievement Equity and inclusion	QI: 3.2 Raising Attainment and Achievement 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion

Developing in Faith/UNCRC:

Article 28 – Right to education

Article 12 – Respect for the views of the child

This has been identified as a priority due to attainment data showing that, while most learners are progressing well in numeracy and mathematics, a consistent minority are not yet achieving expected CfE levels, alongside some variability in practice across a few stages. Evidence from ACEL data, tracking and moderation highlights the need to embed consistent, high-quality teaching approaches, strengthen number, problem-solving and reasoning, and improve progression and assessment. Targeted data particularly at middle stages (P4) also indicates the need to accelerate progress for identified groups to reduce the attainment gap further.

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



Expected Impact (Short Term Outcomes)	Interventions/Actions to Support Improvement: How?	How Will You Track Progress? Measures	Checkpoint 1 December			Checkpoint 2 March		
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes			RAG Status Tick progress toward outcomes		
Almost all learners to demonstrate increased confidence and engagement in numeracy	High-quality, engaging learning experiences and targeted support increase learners' confidence and engagement in numeracy.	Learner voice, classroom observations, QA evidence and tracking data demonstrate increased confidence and engagement in numeracy.						
Most learners to achieve expected CfE levels with improved consistency across stages	Consistent, high-quality learning, teaching and assessment, alongside robust tracking and moderation, ensure most learners achieve expected CfE levels with increasing consistency across stages.	Tracking and moderation, including attainment data, QA evidence and professional dialogue, demonstrate improved consistency in CfE achievement across stages.						
Targeted learners to demonstrate accelerated progress, reducing the attainment gap	Targeted interventions, structured support and robust tracking accelerate progress for identified learners, narrowing the attainment gap.	Tracking data, assessment evidence through moderation both in house and beyond and review of targeted interventions demonstrate accelerated progress and a reduction in the attainment gap.						
Most learners to show improved accuracy, reasoning skills and use of mathematical language	Explicit teaching, targeted practice and consistent use of mathematical language strengthen learners' accuracy and reasoning skills.	Assessment evidence, jotter analysis and QA observations demonstrate improved accuracy, reasoning and learner voice to capture engagement, confidence and progress.						

Checkpoint 1 Progress Evaluation Statement (December)

Checkpoint 2 Progress Evaluation Statement (March)

2026-27 Improvement Plan

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	By June 2027, most identified learners will demonstrate improved readiness to learn through play and enquiry, with most showing increased confidence in talking, listening and engagement, and almost all staff consistently applying nurturing, inclusive and evidence-informed approaches, resulting in improved wellbeing, engagement and outcomes for targeted groups.
Person(s) Responsible Who will be leading the improvement?	All staff

(Please insert the relevant codes which can be found in Appendix 1)				
NIF Priority: Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	NIF Outcome(s): Children and young people's health and wellbeing are improved Equity for all learners			
NLC Priority: Improving wellbeing and inclusion Raising attainment and achievement	QI: 3.1 Ensuring Wellbeing, Equality and Inclusion 2.4 Personalised Support 2.3 Learning, Teaching and Assessment			
Developing in Faith/UNCRC: Article 12 – Respect for the views of the child Article 13 – Freedom of expression Article 28 – Right to education				
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? This has been identified as a priority due to tracking data, GIRFMe and wellbeing evidence showing that a minority of learners require additional support to develop readiness to learn, communication skills and engagement. Evidence highlights variability in practice across a few stages and the need to embed consistent, nurturing and inclusive approaches. This includes strengthening talking and listening, increasing opportunities for meaningful engagement through play and enquiry, and accelerating progress for identified target groups through targeted support and strong partnership working with families and agencies.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.				
Expected Impact (Short Term Outcomes)	Interventions/Actions to Support Improvement: How?	How Will You Track Progress? Measures	Checkpoint 1 December	Checkpoint 2 March
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes 	RAG Status Tick progress toward outcomes 

Almost all learners demonstrate increased confidence, engagement and participation	Consistent delivery of high-quality, engaging learning experiences, alongside targeted support and monitoring of participation, strengthens learners' confidence, engagement and active involvement.	Learner voice, participation data, QA evidence and teacher professional judgement demonstrate increased confidence, engagement and active involvement over time.						
Most learners show improved communication and listening skills	Consistent explicit teaching and structured opportunities for discussion and active listening improve learners' communication and listening skills.	Learner voice, observation evidence, QA findings and teacher professional judgement demonstrate improved communication and listening skills over time.						
Targeted learners demonstrate accelerated progress in wellbeing and readiness to learn	Consistent delivery of targeted wellbeing interventions, nurturing approaches and structured support improves learners' readiness to learn and accelerates progress.	Learner wellbeing data, attendance, engagement observations and professional judgement demonstrate improved readiness to learn and accelerated progress over time.						
Most learners demonstrate increased resilience, independence and motivation	Consistent targeted approaches, high expectations and supportive learning environments build learners' resilience, independence and motivation.	Learner voice, observation evidence, QA findings and professional judgement demonstrate increased resilience, independence and motivation over time.						
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

2026-27 Improvement Plan - Nursery

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	By June 2027, all practitioners will consistently use clear learning intentions and success criteria within a shared language of learning embedded across the setting. Planning, tracking and children's learning journals will be fully aligned, clearly demonstrating progression and how learning is supported and built upon for each child.
Person(s) Responsible Who will be leading the improvement?	SMT, Quality Officer, Nursery Lead and all staff.

(Please insert the relevant codes which can be found in Appendix 1)								
NIF Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improved outcomes for vulnerable group		NIF Outcome(s): Improved outcomes for vulnerable group Improved children and young people's health and wellbeing Improved employability skills and sustained, positive destinations						
NLC Priority: Attainment and Achievement		QI(s): Children play and learn - Play and learning, Curriculum, Learning Teaching and Assessment						
UNCRC: Article 12 – Respect for the views of the child, Article 13 – Freedom of expression, Article 28 – Right to education, Article 29 – Goals of education, Article 30 – Children from minority or diverse backgrounds								
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? his priority has been identified through self-evaluation and VSE feedback, highlighting the need to improve consistency in high-quality learning, teaching and care across the setting. Learning observations indicate variability in practice, including inconsistencies in interactions, use of environments and application of support strategies. As a result, children's experiences are not yet consistently high quality. Tracking and planning evidence shows that staff confidence in using data to inform interventions and next steps varies, impacting the effectiveness of support and pace of progress. Planning formats and approaches are not yet fully aligned, limiting coherence and continuity in learning. Staff feedback highlights the need for further professional learning, coaching and opportunities for reflective practice to build confidence and consistency. Together, this evidence demonstrates the need to strengthen practitioner confidence, embed shared approaches, and improve the consistency and quality of learning and care to secure better outcomes for all learners.								
Resources: Please include costs and, where relevant, state where cost is being met from.								
<u>Expected Impact (Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1 December</u>			<u>Checkpoint 2 March</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?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes			RAG Status Tick progress toward outcomes		
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Most children will confidently articulate what they are learning and how to be successful, using a shared language of learning to support increased independence and engagement.	Consistently share learning intentions and success criteria Model and revisit success criteria during play and learning Use and reinforce child-friendly language of learning	Learning observations Learner conversations (voice) Planning audits and learning rounds						
Children will have a clearer understanding of their learning and what success looks like, supporting improved progression and engagement.	Ensure learning intentions and success criteria are visible and regularly revisited Support staff to use success criteria to guide interactions Monitor and strengthen practice through coaching and modelling	Observations of practice. Learning environment audits. Staff feedback and reflective discussions.						
Children's progress will be clearly tracked, with planning and interventions aligned to individual needs, resulting in more targeted support and improved outcomes.	Increase staff engagement with tracking systems and planning formats Support staff to link observations to next steps and targeted interventions Regularly moderate children's learning	All staff engaged in tracking meetings at key points Learning journal audits Evidence of interventions within planning						

	journals to ensure quality and consistency							
Children will demonstrate improved communication, language and engagement through the effective use of targeted strategies and digital supports.	Provide training on digital learning tools Embed speech and language programmes (e.g. Language Land, Bookbug) Model effective strategies, including use of visuals, signing and consistent approaches	Observations of children's language and engagement Staff confidence and feedback Tracking of speech and language progress (Teaching Talking)						
Children's learning journals will provide clear, consistent evidence of progress, learning language and next steps.	Provide clear guidance and exemplars Moderate learning journals across the team Use coaching to improve quality and consistency	Learning journal audits Quality assurance checks Evidence of learning intentions, success criteria and next steps						
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

2026-27 Improvement Plan

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	By June 2027, all practitioners will demonstrate increased consistency and confidence in delivering high-quality learning and care through reflective practice, targeted professional learning and effective use of environments. Practice will be more consistent, with shared approaches to interactions, planning and support strategies across the setting.
Person(s) Responsible Who will be leading the improvement?	SMT, Quality Officer, Nursery Lead and all staff.

(Please insert the relevant codes which can be found in Appendix 1)	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improved outcomes for vulnerable group	NIF Outcome(s): Improved outcomes for vulnerable group Improved children and young people's health and wellbeing Improved employability skills and sustained, positive destinations
NLC Priority: Leadership, Attainment and Achievement	QI(s): Leadership - Staff skills, knowledge, values and deployment and Leadership of continuous improvement

UNCRC: Article 2 – Non-Discrimination, Article 3 – Best interests of the child, Article 12 – Respect for the views of the child, Article 19 – Protection from harm, Article 29 – Goals of education, Article 31 – Right to play and leisure

Rationale (Why?)

This priority has been identified through ongoing self-evaluation, alongside Care Inspectorate and VSE feedback, highlighting the need to further strengthen consistency in high-quality learning and care as the staff team develops. Learning observations and learning walks indicate variability in staff confidence and the consistent application of effective early years pedagogy. While strong practice is evident in some areas, it is not yet consistently embedded, particularly in relation to responsive interactions, use of the environment and reflective approaches. Staff feedback highlights the need for continued professional learning, coaching and opportunities for reflective practice, particularly to support newer staff in building confidence and shared understanding of expectations. Environmental audits and external feedback recognise high-quality spaces; however, variation in how environments are used impacts on children’s engagement and independence. Tracking and monitoring show that early identification of needs is improving, but is not yet consistently applied, limiting the timeliness and effectiveness of interventions. Taken together, this evidence demonstrates the need to build staff capacity, embed consistent high-quality practice and strengthen reflective approaches to ensure all children experience nurturing, engaging and responsive learning that supports wellbeing and progress.

Resources: Please include costs and, where relevant, state where cost is being met from.

Expected Impact (Short Term Outcomes)	Interventions/Actions to Support Improvement: How?	How Will You Track Progress? Measures	Checkpoint 1 December			Checkpoint 2 March		
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes			RAG Status Tick progress toward outcomes		
Staff will demonstrate increased understanding of child development and effective pedagogy, leading to more responsive, high-quality learning and care for children.	Provide targeted internal and external professional learning Share current research and effective early years pedagogy Develop and embed champion roles (e.g. wellbeing, environment, language)	Staff confidence and feedback CLPL participation and evaluation Observations of practice and professional dialogue	█	█	█	█	█	█
Staff will engage confidently in reflective practice, leading to continuous improvement in the quality of learning and care.	Implement regular reflective sessions and professional dialogue Use peer observations and coaching conversations Introduce reflective journals or tools to support practice	Staff reflections and discussions Peer observation feedback Evidence of changes to practice						
Children will experience consistently high-quality, well-organised environments that support independence, curiosity and sustained play.	Carry out regular indoor and outdoor environment audits Provide training on effective environment and provocation set-up Review and enhance resources to ensure they are open-ended and inclusive	Environment audit results/adaptation Observations of children’s engagement Learning stories and documentation						
Children’s needs will be identified earlier, with timely, targeted interventions in place, resulting in improved outcomes and inclusion.	Strengthen observation and tracking systems Provide training on early identification and intervention Support staff to implement agreed strategies consistently	Tracking and monitoring data Records of interventions Children’s progress evidence						

Children will demonstrate increased confidence, engagement and progress in learning within a safe, nurturing environment.	Embed nurturing, child-centred approaches Strengthen relationships through consistent, high-quality interactions Monitor and respond to children's interests and needs	Observations of children's wellbeing and involvement Developmental tracking data. Family feedback and learner voice						
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Checkpoint 1 Progress Evaluation Statement (December)

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Checkpoint 2 Progress Evaluation Statement (March)

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PEF ALLOCATION:

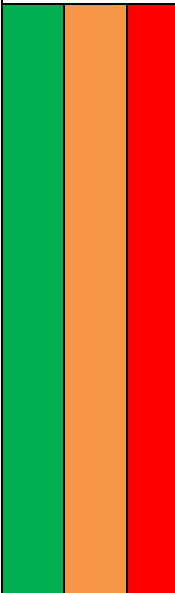
£ PEF ALLOCATION:
£ 26,950

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
Pupil Equity Fund Plan 2026-27
*(Random sampling of PEF Plans
will continue throughout the session).*



RATIONALE FOR PEF PLAN

Please detail below the poverty related gap which you are addressing and the data which supports your rationale.

What is Your Poverty Related/Equity Gap? (Q1 v Q5 or other poverty marker)	Intended Outcome/Impact	Evidence/Measures	Detailed Costings	December Checkpoint
<p>Select From: attainment & achievement, attendance, inclusion, participation, engagement.</p> <p><u>Attainment & Achievement (with links to attendance and participation)</u> At NMPS, almost all learners live within SIMD Quintiles 1 and 2, with no representation from Quintiles 4/5. This limits direct Q1 vs Q5 comparison and instead highlights a gap between lower SIMD groups (Q1) and the wider school population (predominantly Q2).</p> <p>Over time, we have been highly effective in closing attainment gaps, with most learners now on track across curriculum areas. However, in 2025/26 a minority of pupils—particularly within identified support groups and certain stages (e.g. P5), continue to experience a poverty-related gap in attainment and participation. This gap is most evident in writing and is increasingly influenced by rising additional support needs (GIRFMe), rather than attendance, which remains a key strength.</p>	<p>Please describe your planned use of PEF allocation and what you intend to achieve.</p> <p>PEF will be used to release the Principal Teacher 4 days a week to deliver targeted, evidence-based support through the Reading Wise programme, with the intended impact of accelerating progress in reading/writing particularly for identified learners and therefore helping to close the attainment gap further.</p>	<p>Please indicate what pre and post assessment measures you will use to evidence impact.</p> <p>Pre- and post-intervention assessment will be measured through the BURT assessment (decoding), alongside live progress tracking within Reading Wise and ZIP (phonics), complemented by school tracking data and ACEL attainment data to evidence impact on learners' literacy progress and closing the attainment gap.</p>		<p>RAG Status Tick progress toward outcomes</p> 
Total PEF Spend			£ 22,569	

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
<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 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</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><u>Quality Improvement Framework for ELC</u></p> <p>Leadership Leadership and management of staff and resources Staff skills, knowledge, values and deployment Leadership of continuous improvement</p> <p>Children thrive and develop in quality spaces Children experience high quality spaces</p> <p>Children play and learn Play and learning Curriculum Learning Teaching and Assessment</p> <p>Children are supported to achieve Nurturing care and support Wellbeing, inclusion and equality Children's progress Safeguarding and child protection</p> <p><u>PEF INTERVENTIONS</u></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</p>	<p>NIF Priorities</p> <ol style="list-style-type: none"> 1. Placing the human rights and needs of every child and young person at the centre of education; 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people ; 5. Improvement in attainment, particularly in literacy and numeracy. <p>NIF Outcomes</p> <ol style="list-style-type: none"> 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 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.

<p>Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance</p>	<p>7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact</p> <p><u>EDUCATION AND FAMILIES' PRIORITIES</u></p> <p>1. Leadership 2. Attainment and Achievement 3. Wellbeing and Inclusion 4. Attendance and Engagement</p>	
<p>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></p>		
<p>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.</p>		