A group of children holding a banner

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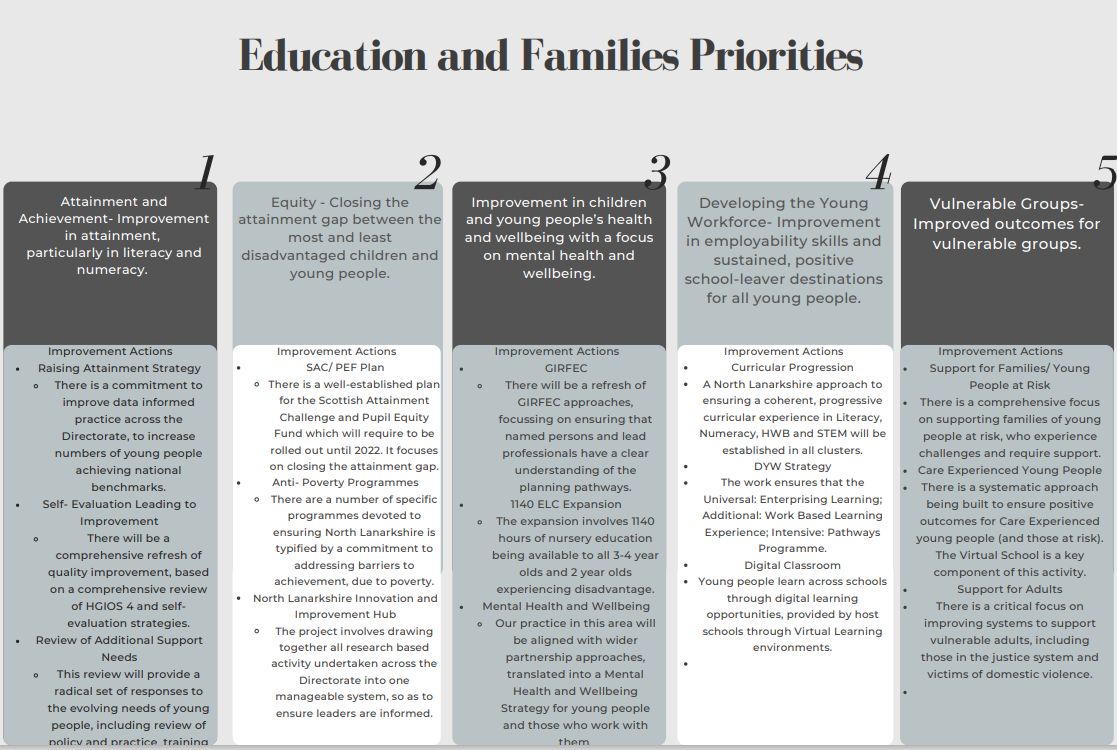
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2025-26**

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| **School:** | Noble Primary School |
| **Cluster:** | Bellshill Custer |
| **Head Teacher:** | Suzanne Brown |

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| Improvement Plan Summary | |
| School Priority 1: | Attainment – Increase attainment in Reading and Writing by 2%. Complete non-fiction writing development and a whole school focus on reading for enjoyment through Reading Schools initiative. Raise awareness of NLC Guidance and practice on identifying and supporting dyscalculia. |
| School Priority 2: | HWB, Nurture and Relationships – Develop emotional literacy of pupils through a whole school approach, learning ways how to self-regulate, revisiting Nurture principles and revise policy guidance in light of new Scottish Government and NLC guidance. Continued focus on attendance. |
| School Priority 3: | Play and Enquiry (Y2) Staff in middle and upper classes begin to provide opportunities to engage learners in leading their own learning, developing and implementing play/enquiry pedagogy for all learners. Infant classes further develop practice through quality observations and experiences. |

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**School Vision and Values**

In 2023/2024, we launched our revised Vision, Values and Aims to all stakeholders. This renewed vision will continue to be the key driver for our school improvement agenda.

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**Audit and Consultation**

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

**Details of engagement (pupils, parents/carers, partners)**

* Staff feedback on Play pedagogy professional reading through a GLOW survey (Nov 24) showing next steps in small test of change, feedback shared with staff
* Staff reflection of Moderation Cycle, HGIOS 2.3 and 3.2 (Feb 25)
* Staff feedback from visits to other establishments (March 25 onwards)
* Staff Reflection on 3.1 Leadership of Change (May 25)
* Finance Group (parent and staff) Review of spend and plans for next PEF (May 25)
* Class reflections of ‘Leading own Learning’ activities. (June 25)
* Class Glow Forms about use of Outdoor Classroom (June 25) lead by Rights Group
* Leader, Pupil and parent reflections of participating in Relax Kids groups/sessions (February, May& June25)

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

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|  | Priority 1 | Priority 2 | Priority 3 |
| Year 1: Session 2025-2026 | Attainment – Increase attainment in Reading and Writing by 2% Complete non-fiction writing development and a whole school focus on reading for enjoyment through Reading Schools initiative (Bronze). | HWB, Nurture and Relationships   * Introduce Emotionworks to develop emotional literacy and self-regulation activities to maintain a high standard of behaviour. * Refresh of school policy on Positive Relationships. * Gold Rights Respecting Schools accreditation | Play and Enquiry (Y2) Staff in middle and upper classes begin to provide opportunities to engage learners in leading their own learning, developing and implementing play/enquiry pedagogy for all learners. Infant classes further develop practice through quality observations and experiences. |
| Year 2: Session 2026-2027 | Reading Schools Award Silver level  Embedding of Talk for Writing Non-Fiction | Continue implementation of Emotionworks (Y2) | Play end enquiry (Y3)  Staff confidence shows through enriched learner experiences in leading their own learning at all stages, |
| Year 3: Session 2027 - 2028 | Reading Schools Award Gold level | Embedding of Emotionworks approaches in practice |  |

**2025-26 Improvement Plan**

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Attainment**   * Complete non-fiction writing development to see further progress in writing and reading attainment by a further 2%. * Whole school focus on reading for enjoyment through Reading Schools initiative * Raise awareness of NLC Guidance and practice on identifying and supporting Dyscalculia. |
| Person(s) Responsible  Who will be leading the improvement? | **PT Literacy for Reading Schools Initiative (with Pupil Council)**  **HT and PT for writing, HT and Numeracy Coach for Dyscalculia awareness raising** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1,2,4,5** | | **NIF Driver:1,2,3,4,5** | | | |
| **NLC Priority:1,2,** | | **QI:1.1, 1.2,1.3, 1.5,2.2, 2.3,2.4,3.2** | | | |
| **PEF Intervention:4,5,6,7,10,11** | | **Developing in Faith/UNCRC: 3,12, 13, 28,29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  Pupil Council participatory Budget for Reading School £600-£800 approx, PEF teacher 0.5 FTE £47,000 (Aug 25-Aug 26) | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Attainment across the school is currently Writing 72.4% and Reading (79%), We have identified dips in attainment in P4 (50%) &P5 (69%) Writing. From the analysis of NSA results there is a mismatch in knowledge and application of writing skills evidenced. Reading is also showing a dip in P4 (69%). By undertaking the Reading Schools initiative we hope to increase reading for enjoyment leading to improved attainment. NLC guidance on dyscalculia has now been launched and staff awareness of policy and guidance is important. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| **2% increase in attainment across the school in writing and reading** | **Curriculum and Assessment**  Whole staff Implementation of non-fiction writing CLPL undertaken last session with a focus on consistently high-quality non-fiction Writing tasks.  Most staff have increased quality of ‘questioning’  High Quality Assessment moderation  **Performance Information**  NSA data and pupil work in writing shows most children can transfer skills into non-fiction writing | | **SMT**  **Self-evaluation evidence of NLC LTA Policy**  **Working party evidence of planning learning and teaching activities for Non-fiction**  **Learning walks to evidence for ‘questioning’, and feedback**  **Learning walks and jotter monitoring to evidence quality Writing tasks**  **Moderation activities within school**  **Tracking discussions using Class on a Page**  **Pupils**  **Pupil Focus groups termly**  **Reading for Enjoyment celebrated at assemblies** |  |  |
| **Increase attainment**  **For 4 pupils in P5 (13%) and 4 pupils in P6 (11.4%)** | School supports (PEF funded) supporting identified groups in Q1 in P5 and P6 (4 in each cohort)  Increase in pace and challenge for targeted pupils discussed at each tracking meeting with new targets set each time and adjustments in teaching and learning evidenced. | | **High Quality Assessments show increased transference of skills for targeted pupils**  **TPJ data shows target increase for P5 and P6 Q1 learners by May 26** |  |  |
| **Pupil Council lead Reading Schools Initiative (Bronze)** | **Pupil Leadership (with PT support)**  Reading Schools audit  Pupils survey school to see what authors they are reading for enjoyment, survey what books are in classes currently  Purchase new resources to refresh class libraries  **Curriculum**  Introduce Stop, drop, read to encourage reading for enjoyment  **Parental/Carer Engagement**  Competitions for Reading for enjoyment  Parent workshop led by pupils on the importance of reading | | **Reading Schools Audit**  **Pupil survey results**  **New resources purchased**  **Pupil check ups that all pupils and staff are doing Stop, Drop, Read**  **Pupil Council presentation for parents** |  |  |
| **Raise awareness of dyscalculia** | **Teacher professionalism**  Teachers engage in raising awareness of Dyscalculia – identification processes and supporting learners in their class | | **Pre/post awareness of supporting dyscalculia in the classroom following session by NLC Numeracy CSO/Numeracy coach (Nov 25)** |  |  |
| **Final evaluation (for submission):** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **HWB, Nurture and Relationships**   * Develop emotional literacy of pupils through a whole school approach, learning ways how to regulate. * Continue our journey towards a Gold Rights Respecting School which embeds the rights of all children, ensuring our pupils feel safe within our school. * Increase understanding nurture principles with a focus on how all behaviours are communication. * Continued focus on attendance. |
| Person(s) Responsible  Who will be leading the improvement? | **HT and PT** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1,2** | | **NIF Driver:1, 2, 3, 4, 6** | | | |
| **NLC Priority:3,4,5** | | **QI:1.3, 2.2, 2.3, 2.4, 2.5, 3.1,** | | | |
| **PEF Intervention:1, 2, 5, 11** | | **Developing in Faith/UNCRC:3, 12, 13, 18, 28,29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  Emotionworks cost £1640 , Relax Kids support £3,500 approx | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  **Following a recent staff survey it is important all Staff feel better equipped to understand behaviour needs and support learners including those with additional needs often due to lack of nurture or resilience. Continue our journey towards a Gold Rights Respecting School which embeds the rights of all children ensuring our pupils are attending, feel safe within our school and understand nurture principles. Pupils should understand how all behaviours are communication, showing greater understanding of emotional literacy.** | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| **Most pupils will be able to describe their emotions and that of others in a more consistent way including understanding the impact of nurture and resilience on behaviour.** | **School leadership**  Purchase Resources to create a  Staff CLPL on Nurture (Emotion works PEF £1640) to create a whole school approach with consistent language.  Nurture refresher training for staff.(Ed Psych)  De-escalation training for all staff (by PT’s following CLPL from We Aspire)  **Curriculum**  Emotionworks resources implemented in each class (Y1)  Display of Emotionworks language etc in each class and dinnerhall to help reinforcement of language.  Lessons on understanding Neurodiversity lessons to be taught to all classes.  Pupils taught relaxation techniques by Relax Kids (PEF £3,500) Universal – all classes 2 sessions  Additional -target groups,  Intensive - child/key adult sessions  **Parent/Carer Engagement**  Share Emotion Works learning and resources with families – use of digital approaches  A range of information/links for families on the School Website on Nurture and Resilience information/partners/support | | **Staff CLPL events pre/post surveys**  **Pupil feedback in reflective activities demonstrates understanding of the vocabulary of emotions and relaxation techniques.**  **Pupils sharing learning (digitally) with families (June 26)**  **Audit of Nurture within our school and feedback on Educational Psychologist activities with staff on Nurture and Resilience**  **Pupil survey on understanding Nurture shows increased awareness and understanding.**  **Parent information on the school website** |  |  |
| **Targeted 5 x Q1 Pupils will be more settled and ready to learn from Nurture activities starting their day.** | **Curriculum**  PEF funded teacher releases staff to support morning Nurture sessions for identified pupils (Sept-Dec 25) | | **Photos and recorded number of target children making use of the Nurture Space**  **Pupil Work (Dec25)**  **Learner engagement both in Nurture space and in class measured through Leuvan scale Pre/post**  **Exclusion rates for targeted pupils remain low/none.** |  |  |
| **Forest Skills support for 2xQ1 learners** | **School leadership**  PT to support frequently dysregulated identified pupils to maintain safety and support engagement in learning and also support Forest Skills activities. (PEF funded) | | **Learner engagement both in Forest Skills measured through Leuvan scale Pre/post** |  |  |
| **Attendance** | **Family engagement**  FESA/School identify target families to focus for “Every Day Counts” communications. | | **2 Identified families have contact from the FESA with follow up visits/flyers/additional supports identified to help reduce barriers.** |  |  |
| **Rights Respecting Schools Gold award** | **School leadership**  Complete the validation process for Gold Rights Respecting Schools  **Curriculum**  Curriculum continues to show embedded teaching of rights within lessons and within wider school activities | | **Parent, teacher, pupil questionnaires (Sept 25)**  **Evidence for validation visit (booked for 16 Sept 25)**  **Pupil Group reflections**  **Monitoring of Staff planning** |  |  |
| **Refresh of Positive Relationships Policy** | **School leadership**  Working party of school staff review and revise our Positive Relationship policy using updated information from Scottish Government and NLC new documents.  **Parental Engagement**  Parent Council and Rights Group Parent members participate in the review of the revised policy | | **Views of parents, pupils and staff**  **Revised Policy created and shared with Stakeholders (May 26)** |  |  |
| **Final evaluation (for submission):** | | | | | |

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| Priority 3: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Play and Enquiry (Y2**)   * Provide further opportunities to engage learners in leading their own learning, developing and implementing play/enquiry pedagogy for all learners. |
| Person(s) Responsible  Who will be leading the improvement? | **HT, PT infant and PT for Middle/Upper** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 3,4** | | **NIF Driver:1, 2, 4** | | | |
| **NLC Priority:2, 4,5** | | **QI:1.3, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3** | | | |
| **PEF Intervention:2,4,5,6,8,9,11,12** | | **Developing in Faith/UNCRC: 12,13,15,28,29,31** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  Play/enqiry resources approx. £3000 | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  We want our learners to be motivated and engaged in their learning. We have a number of children with different learning needs and engaging some of these can be challenging if expected to sit for long periods. We want to be able to provide as an inclusive classroom as possible and show an increase in the Leuvan scale for engagement for 10 identified pupils at risk of non-engagement. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| **Most learners engaged and challenged in their learning with an increase in pupils leading their learning.** | **School Leadership**  CLPL arranged to support play/enquiry pedagogy  Facilitation of visits to other establishments (PEF funded teacher to facilitate visits £1000)  **Teacher professionalism**  Visits to other establishments  All staff begin to implement key features of play/enquiry based learning  **Curriculum and Assessment**  Children experience increasing opportunities to lead their own learning – Big Question | | **Staff**  **Audit of resources needed (June 25)**  **Staff survey on visits to establishments(Mar 26)**  **Feedback from Professional reading**  **Twitter feed**  **SMT**  **Class observations**  **Tracking discussions/on planning and targets**  **Pupils**  **Pupil survey**  **Pupil work** |  |  |
| **Target Q1 children (1x P2)(1xP3) (2xP4) (2xP5) show increased engagement in class activities** | **Curriculum and Assessment**  Children demonstrating increased period of engagement in play/enquiry literacy and numeracy activities within the class setting, (PEF funded teacher supporting external visits to other establishments for all teaching staff). Resources purchased to support learning in active ways (PEF £2000) | | **Pupils**  **Leuvan Scale shows an increase for identified pupils in Q1 in Oct, Dec 25 and March 26**  **Increased attainment for target pupils** |  |  |
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| **Final evaluation (for submission):** | | | | | |

**PEF ALLOCATION: £60,000**

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**EQUITY PLAN 2025-26**

*(Internal recording; random sampling of PEF/Equity Plans*

*will continue throughout the session).*

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| **Rationale for EQUITY (PEF) plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression. |
|  | **£3001** | **NLC admin costs** |  |  |
| **Priority 1 &2** | **£47000 (Aug 25- Aug 26)** | **0.5 fund matched teacher to release PT’s to undertake literacy support and HWB support** | **Improved attainment and provide support for bespoke activities for HWB** | **Writing and Reading attainment improved by 2%**  **Leuvan results show improved scores for target pupils.** |
| **Priority 2** | **£3,500 approx** | **Relax Kids** | **Relax Kids sessions for all pupils to revise strategies experienced last session. Targeted pupil group for those who find it difficult to self-regulate. Target parent/pupil sessions to assist families in supporting their child(ren)** | **Leuvan scales used to assess impact, pupil and parent comments also gathered at the end of each block.** |
| **Priority 3** | **£3000 approx** | **Resources to support the development of play/enquiry pedagogy.**  **Cover for visits to other establishments/CLPL offered** | **All pupils experience activities as teachers begin to implement play pedagogy across the school.**  **Professional reading resources** | **Pre-post evidence from staff implementing learning experiences using play pedagogy.**  **Class visits/planning monitoring**  **Pupil groups reflections of experiences.** |
|  | **£300-£400 approx** | **Subsiding P7 residential costs for identified families** | **All P7 pupils who wish to attend can with financial barrier reduced/removed** | **Identified families are able to have their child attend.** |
|  | **£500** | **Additional resources for Outdoor Classroom** | **Pupils continue to benefit from engaging and motivating resources to support learning in the outdoors** | **Pupil feedback**  **Planning monitoring**  **Photos/posts on X** |
| **Priority 1** | **£600-800** | **Pupil Council participatory budgeting activity** | **Pupils survey what authors children are reading for enjoyment**  **Pupils purchase new reading materials for classes and for reading outdoors** | **Reading Schools Award (Bronze)** |
| **Priority 3** | **£1640** | **Subscription to Emotionworks** | **CLPL for staff then initiating whole school approach to developing emotional literacy initiated (Y1)** | **Staff training records.**  **Pupil reflections, staff reflections of activities show some awareness of key vocabulary being used.** |
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Appendix 1:

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

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| **UNCRC** | **HGIOS 4** | **National Improvement Framework** |
| Article 1 - definition of the child  Article 2 - non-discrimination  Article 3 - best interests of the child  Article 4 - implementation of the Convention  Article 5 - parental guidance and child's evolving capacities  Article 6 - life, survival and development  Article 7 - birth registration, name, nationality, care  Article 8 - protection and preservation of identity  Article 9 - separation from parents  Article 10 - family reunification  Article 11 - abduction and non-return of children  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  Article 19 - protection from violence, abuse and neglect  Article 20 - children unable to live with their family  Article 21 – adoption  Article 22 - refugee children  Article 23 - children with a disability  Article 24 - health and health services  Article 25 - review of treatment in care  Article 26 - social security  Article 27 - adequate standard of living  Article 28 - right to education  Article 29 - goals of education  Article 30 - children from minority or indigenous groups  Article 31 - leisure, play and culture  Article 32 - child labour  Article 33 - drug abuse  Article 34 -sexual exploitation  Article 35 - abduction, sale and trafficking  Article 36 - other forms of exploitation  Article 37 - inhumane treatment and detention  Article 38 - war and armed conflicts  Article 39 - recovery from trauma and reintegration  Article 40 - juvenile justice  Article 41 - respect for higher national standards  Article 42 - knowledge of rights  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 | 1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  1.4: Leadership and management of staff  1.5: Management of resources to promote equity  2.1: Safeguarding and child protection  2.2: Curriculum  2.3: Learning teaching and assessment  2.4: Personalised support  2.5: Family learning  2.6: Transitions  2.7: Partnerships  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability  **PEF INTERVENTIONS**   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 12. Research and evaluation to monitor impact   **EDUCATION AND FAMILIES’ PRIORITIES**   1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups   **A QUALITY FRAMEWORK FOR ELC**  **1 Leadership**  1.1 Leadership and management of staff and resources  1.2 Staff skills, knowledge, values and deployment  1.3 Leadership of continuous improvement  **2 Children thrive and develop in quality spaces**  2.1 Children experience high quality spaces  **3 Children play and learn**  3.1 Play and learning  3.2 Curriculum  3.2 Learning Teaching and Assessment  **4 Children are supported to achieve**  4.1 Nurturing care and support  4.2 Wellbeing, inclusion and equality  4.3 Children’s progress  4.4 Safeguarding and child protection | **NIF Priorities**   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.   **NIF Drivers**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information   **NIF Outcomes**   1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland’s society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. 7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality. |
| **Developing In Faith**  ***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. | | |