North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plan

Our Lady of Good Aid Cathedral Primary School & Nursery Class

'Living to Learn, Learning to Live'

School:	Our Lady of Good Aid Cathedral Primary School & Nursery
Cluster:	Our Lady's High School
Head Teacher:	Graeme Young

Improvement Plan Summary	
School Priority 1:	Continue to secure high learner engagement and attainment across all stages by further developing and embedding high-quality *adult-initiated* and *learner-led* learning experiences.
School Priority 2:	Build the capacity and confidence of all teaching staff to teach Spanish and BSL to their own class and embed stimulating language learning opportunities within day-to-day learning.
Nursery Class Priority:	Post-inspection Action Plan

Love · Connection · Perseverance · Growth

'They are like a tree planted beside the water which bears its fruit in season and whose leaves never wither. They succeed in everything they do.' (Psalm 1:3)

Education and Families Priorities

1	2	3	4	5
Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.	**Equity - Closing the attainment gap between the most and least disadvantaged children and young people.**	**Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.**	**Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**	**Vulnerable Groups- Improved outcomes for vulnerable groups.**

Improvement Actions
• Raising Attainment Strategy
  ○ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
• Self- Evaluation Leading to Improvement
  ○ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
• Review of Additional Support Needs
  ○ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training
	Improvement Actions
	• SAC/ PEF Plan
	  ○ There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
	• Anti- Poverty Programmes
	  ○ There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
	• North Lanarkshire Innovation and Improvement Hub
	  ○ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.
		Improvement Actions
		• GIRFEC
		  ○ There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
		• 1140 ELC Expansion
		  ○ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
		• Mental Health and Wellbeing
		  ○ Our practice in this area will be aligned with wider partnership approaches, translated into a Mental Health and Wellbeing Strategy for young people and those who work with them
			Improvement Actions
			• Curricular Progression
			  • A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
			• DYW Strategy
			  • The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
			• Digital Classroom
			  • Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.
			•
				Improvement Actions
				• Support for Families/ Young People at Risk
				• There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
				• Care Experienced Young People
				• There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
				• Support for Adults
				• There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

School Vision and Values

> **VISION**
>
> Placing Christ and Our Lady at the centre, and with children at the heart of everything we do, our vision is to continually grow into a strong community of faith and learning in which every child and adult feels happy, safe, loved, included, proud and listened to, with every opportunity to reach their full God-given potential.
>
> **VALUES**
>
> Love, Connection, Perseverance, Growth
>
> **AIMS**
>
> Our Lady of Good Aid Cathedral Primary School aims to:
>
> - recognise every child and adult as a unique individual, made in the image of God, and continually endeavour to meet the spiritual, emotional, physical, social and academic needs of all
> - establish and maintain high, but realistic, standards and expectations for all, fostering a love of learning in both pupils and adults and supporting everyone within our school community to be a confident individual who takes responsibility for their own learning
> - provide the highest quality of learning and teaching across the curriculum, supporting all pupils to be literate, numerate and healthy, equipped with the knowledge, skills and attributes necessary for being successful lifelong learners in an ever-changing society
> - provide meaningful opportunities for pupils to develop their knowledge and understanding of the Catholic faith, participate meaningfully in religious observance and actively live out their faith as responsible citizens and effective contributors within Our Lady of Good Aid Cathedral Primary School and in the local and global community

SCHOOL IMPROVEMENT PLAN 2025/26

PEDAGOGY (how we learn and teach)	CURRICULUM (what we learn and teach)
My teacher will continue to plan regular opportunities for me to engage in exciting **adult-initiated** and **learner-led** learning activities.	As part of Active8, my teacher will plan daily opportunities for me to practise speaking, reading and writing **Spanish**. If I am in Primary 5 – 7, I will also begin to learn **British Sign Language** (BSL).
▪ I will do some of my learning in our new **Investigation and Innovation Hub**, which will include opportunities for problem-solving and open-ended projects. ▪ I will be part of a co-operative learning group when I'm set investigations, challenges and mini projects.	▪ I will use 'Languagenut' as part of Active8 to practise what I learn in my weekly Spanish lessons. ▪ With help from the local Deaf Hub, my teacher and I will begin to learn BSL.

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)

Learners, along with their parents and carers, participated in a school improvement workshop on Wednesday 23rd April. There was the opportunity to reflect on the 2024/25 improvement priorities and think about how successful Cathedral learners, staff and parents/carers have been in taking them forward. 70% of participants graded our success as 'excellent' and 30% as 'very good'.

Learners and parents then had the opportunity to discuss how Cathedral uses its Pupil Equity Fund. There was unanimous agreement that using the majority of the money to fund additional staff for our 'Attainment Team' should continue.

Finally, learners and parents looked ahead to our 2025/26 Annual Improvement Plan which, like this year's plan, will have a dual focus on *how* we learn and teach and *what* we learn and teach.

The information generated through this workshop was shared via the website and school app with the wider parent body.

Our 2025/26 improvement priorities were initially shared with pupils at assembly on Monday 9th June 2025 and a child-friendly AIP poster (see above) is displayed in all classrooms across the school. Pupils across all stages are actively involved in 'Smart School Council', enabling them to contribute to change and improvement in Cathedral Primary School. Throughout the 2025/26 session, pupils will have the opportunity to take forward aspects of each improvement priority through 'Smart School Council' action teams.

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.)

	Priority 1	Priority 2	Priority 3
Year 1: Session 2025-2026		Build the capacity and confidence of all teaching staff to teach Spanish and BSL to their own class and embed stimulating language learning opportunities within day-to-day learning.	
Year 2: Session 2026-2027		Build the capacity and confidence of all teaching staff to teach Spanish and BSL to their own class and embed stimulating language learning opportunities within day-to-day learning.	
Year 3: Session 2027 - 2028			

2025-26 Improvement Plan

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Continue to secure high learner engagement and attainment across all stages by further developing and embedding high-quality *adult-initiated* and *learner-led* learning experiences.**
Person(s) Responsible Who will be leading the improvement?	**STRATEGIC LEAD:** Marie Clare Duffy (DHT) **STAGE PEDAGOGY LINKS:** Claire Gillespie (P1), Katie Tyrell (P2), Jacquleine McDerment (P3), Katie Loose (P4), Laura Irwin (P5), Karen Callaghan (P6), Kelly Callaghan (P7) **MATHS PROBLEM SOLVING LEAD:** Mrs Pauline Findlay

(Please insert the relevant information below using the codes above)	
NIF Priority: 3, 5	**NIF Driver:** 1, 2, 3, 4
NLC Priority: 1	**QI:** 1.2, 2.3, 2.5, 3.2
PEF Intervention: 5, 11, 12	**Developing in Faith/UNCRC:** 28, 29

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:
A member of the Attainment Team (Pauline Findlay) will have initial responsibility for overseeing and supporting maths problem solving in the new Investigation and Innovation Hub.

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
In May 2023, Cathedral staff drew on the work of Julie Fisher (2016) to explore and articulate how the three contexts of *adult-led, adult-initiated* and *child-led* learning inform, shape and support high-quality learning **SPACES**, learning **EXPERIENCES** and learning **INTERACTIONS** across all stages of the school. None of these – *Spaces, Experiences* and *Interactions* – are free-standing or self-reliant. Rather, the three are inter-connected and co-dependent. The way in which we design and use spaces, for example, shapes and determines the type of learning experiences which take place within them; this, in turn, determines and influences the nature and the quality of interactions between pupils and their peers and between pupils and adults. This approach to learning, teaching and assessment was highlighted as a major strength in Cathedral's inspection by HMIe in May 2025, with a recommendation that we continue to build on this strong, innovative practice and influence system change beyond the school.

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**.
A spare classroom will be set up as a Primary 3 – 7 *'Investigation and Innovation Hub'*. This space will facilitate rich opportunities for learners to engage and collaborate in investigation, enquiry, problem solving and open-ended projects, with the aim of cultivating and developing creativity, innovation and invention. Most resources will be relocated from other areas of the school. However, other resources may be purchased during the course of the year in response to the requirements and requests of learners and teachers.

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)		
All teaching staff have a sound understanding of QI 3.3 (Increasing creativity and employability) and	• Deliver overview of QI 3.3 (Increasing creativity and employability) followed by self-evaluation activity to identify strengths and next steps across	**Views:** • RAG 3.1 Level 5 illustrations from HGIOS?4. Summarise into strengths and next steps.		

are confident in planning a range of experiences to develop pupils' skills for learning, life and work.	the four themes (Creativity skills, Digital innovation, Digital literacy, Increasing employability skills). • Facilitate interactive workshop for staff to explore the four creativity skills of *Curiosity, Open-mindedness, Imagination* and *Problem solving* [What are creativity skills? | Resources | National Improvement Hub](#) How can we incorporate these into our new Investigation and Innovation Hub? • Establish four cross-stage working groups to support development of Investigation and Innovation Hub: 1. **Creativity Skills** 2. **Digital Innovation and Digital literacy** 3. **Increasing employability skills** 4. **Maths problem solving**	• Review at key points in year and summarise as 3.1 pictorial overview at end of year. **Observation:** • Scheduled Investigation and Innovation Hub Learning walks, focusing on each of the four creativity skills.		
All teaching staff understand the difference between cooperative and collaborative learning and the respective benefits of each when facilitating *adult-initiated* and *learner-led* tasks.	• Provide input and professional reading on the research and evidence behind collaborative learning, including: [Collaborative learning approaches | EEF](#) • Provide training and professional reading on cooperative and collaborative learning, including: [Difference Between Collaborative Learning And Cooperative Learning - Boost Education Service](#)	**Observation:** • Scheduled Investigation and Innovation Hub Learning walks. **Views:** • Learner conversations focusing on collaborative and co-operative learning.		
All Primary 3 – 7 pupils have regular opportunities to work in cooperative	• Provide teaching staff with practical strategies and resources for initial implementation of cooperative	**Observation:** • Scheduled Investigation and Innovation Hub Learning walks.		

and collaborative learning groups to accomplish a shared learning goal.	and collaborative learning within their classroom and learning street. • Further develop and embed 'continuous provision' within learning streets to facilitate and support learner-led learning.	**Views:** • Learner conversations focusing on collaborative and co-operative learning.		
All Primary 3 – 7 learners have regular opportunities to engage in investigation, enquiry, problem solving and open-ended projects.	• Establish and timetable new *'Investigation and Innovation Hub'*. Primary 3 – 7 teachers will work in stage groups throughout the year to develop and facilitate rich opportunities for learners to engage in investigation, enquiry, problem solving and open-ended projects. Working groups will feed into the ongoing development of this space. • Introduce use of 'Toy Box' as part of Investigation and innovation Hub activities: [Creativity Toybox | Resources | National Improvement Hub](#)	**Observation:** • Scheduled Investigation and Innovation Hub Learning walks. **Views:** • Learner conversations focusing on Investigation and Innovation Hub learning experiences. **Data:** • Increased pupil competency in the problem solving aspects of PUMA standardised assessment.		
Practitioner enquiry has further developed and embedded high-quality *adult-initiated* and *learner-led* learning for pupils across all stages.	• Teaching staff will use 'Overarching Pedagogy' document to evaluate and refine spaces, experiences and interactions within new 'Investigation & Innovation Hub'. • Provide opportunities during course of year for staff to meet in their PLCs to share and discuss learning, improvements to practice and impact on learners. • Capture examples of good practice in stage working walls within 'Investigation and Innovation Hub'.	**Observation:** • Investigation and Innovation Hub learning walls. **Views:** • Completed 'Overarching Pedagogy' document and related PLC professional dialogues.		
Cathedral Primary has shared its bespoke approach to	• Further develop professional collaboration with St Mary's			

learning, teaching and assessment beyond the school, supporting improvement in other establishments and contributing to system change.	Primary, Bo'ness, and other interested establishments. • Collaborate with 'Centre for Teaching Excellence' to share 'Active8' approach with practitioners across Scotland. • Facilitate visits between Cathedral and other schools to share learning, support improvement and influence system change.	**Observation:** • Records of learning visits between Cathedral and other establishments. **Views:** • Active8 training evaluations.		
Parental Engagement and Family Learning sessions have increased parents' and carers' knowledge of how children learn and upskilled them to support their child's learning at home.	• Include input on Cathedral's overarching pedagogy at the beginning of all Family Learning workshops. • Regularly sign-post parents and carers to Cathedral's 'Talking to your child about their learning' leaflet. • Deliver programme of Primary 1 & 2 Family Learning sessions within Playzone. • Deliver programme of Primary 3 – 7 Family Learning sessions within new 'Investigation and Innovation Hub'.	**Views:** • Family Learning evaluations.		

Final evaluation (for submission):

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Build the capacity and confidence of all teaching staff to teach Spanish and BSL to their own class and embed stimulating language learning opportunities within day-to-day learning.
Person(s) Responsible Who will be leading the improvement?	**STRATEGIC LEAD:** Graeme Young (HT) **TRAINING LEAD:** Theresa Marie Cawley (PT)

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

NIF Priority:	NIF Driver:
NLC Priority:	**QI:**
PEF Intervention:	**Developing in Faith/UNCRC:**

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

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

For many years, 1+2 languages was taught in Cathedral Primary by a secondary specialist and this model of modern languages being taught by a single member of staff as part of NCCT is still in place. Although this has ensured Cathedral pupils have benefited from high-quality Spanish and French teaching over the years, it has resulted in almost all teaching staff being de-skilled in this area of the curriculum and, long-term, is not a sustainable model. There is now the need to build the confidence and capacity of all teaching staff to teach language 2 (Spanish) and language 3 (British Sign Language) to their own class and embed modern languages within day-to-day learning.

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**. Languagenut subscription.

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)		
All teaching staff are confident in using 'Languagenut' to reinforce each week's taught Spanish within their own classroom.	• Provide training on Languagenut to all teaching staff during August inservice. • PT with responsibility for 1+2 languages will regularly sign-post teaching staff to relevant sections of Languagenut, in sync with weekly taught Spanish lessons.	**Observation:** • Learning walks focusing on day-to-day use of Languagenut. **Views:** • Learner conversations linked to Languagenut. • Teacher questionnaires.		
Spanish progression pathways ensure appropriate pace and challenge for learners across all stages.	• Introduce Languagenut progression pathways to class forward plans from August 2025. This will ensure joined-up approach to taught Spanish lessons and day-to-day reinforcement of Spanish in class.	**Observation:** • Learning walks focusing on connection between forward plans and day-to-day use of Languagenut.		

Pupils across all stages show increased proficiency in Spanish listening, speaking, reading, and writing through daily opportunities to reinforce learning from their weekly Spanish lessons.	• PT with responsibility for 1+2 languages will sign-post teaching staff to relevant sections of Languagenut, in sync with weekly taught Spanish lessons. • Introduce Languagenut icon to Active8 task-board and include daily Spanish activities for learners to access.	**Observation:** • Learning walks focusing on day-to-day use of Languagenut. This will include jotter monitoring. **Views:** Pupil questionnaires.		
All pupils have access to a Spanish working wall within their own classroom to support daily reinforcement and revision of weekly Spanish lessons.	• PT with responsibility for 1+2 languages will develop and share bank of visual prompts for each stage during the course of the year to support the maintenance of up-to-date Spanish working walls.	**Observation:** • Learning walks focusing on day-to-day use of Languagenut. This will monitoring of Spanish working walls.		
All Primary 5 – 7 teachers and pupils have regular opportunities to learn and use basic British Sign Language within the classroom.	• In partnership with local Deaf Hub, provide input to teachers and pupils on basic BSL. • Plan series of activities during Sign Language Week (w/b 16th March 2025).	**Views:** • Staff questionnaires • Learner conversations focusing on BSL. **Observation:** • Newsfeed posts during Sign Language Week.		
Parental Engagement and Family Learning sessions have increased parents' and carers' knowledge of Cathedral's approaches to teaching Spanish and upskilled them to support their child's learning at home.	• Deliver programme of Primary 1 – 7 Spanish Family Learning sessions. These will take place in individual classrooms and draw on Languagenut activities.	**Views:** • Family Learning evaluations.		
Final evaluation (for submission):				

Cathedral Nursery Class Post-inspection Action Plan

RATIONALE (WHY?) Why is this identified as a priority? What data supports this?	Cathedral nursery continued to face significant challenges around staffing during the 2024/25 session. However, the Head Teacher's direct involvement in the nursery and the deployment of Principal Teacher, Mrs Brenda McCoy, to support improvement mitigated much of the impact. Although many aspects of the 2024/25 nursery improvement priority were taken forward, the Care Inspectorate and Education Scotland inspection in May 2025 highlighted a number of areas requiring immediate attention as well as several medium and long-term actions. This action plan is based on the new *'A quality improvement framework for the early learning and childcare sectors'*. Links to Scottish Borders Council Early Level Portal are provided throughout the action plan, providing an accessible source of practical support and professional reading for staff at all levels. An overview of the portal's contents can be accessed via the following link: Areas of practice – Early Level Portal **NURSERY LEADS ARE REQUIRED TO ACCESS AND READ <u>ALL</u> LINKS RELATING TO THEIR ALLOCATED AREAS OF RESPONSIBILITY WITHIN THIS PLAN** (areas of responsibility are indicated by initials after each 'expected impact' statement).

EXPECTED IMPACT (SHORT TERM TARGETS) What will be the benefit for learners (be specific)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW? What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	HOW WILL YOU TRACK PROGRESS? MEASURES What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long	RESPONSIBLE PERSON Who will take the lead?	EVALUATION/CHECKPOINT
Leadership and management of staff and resources • vision, values and aims • self-evaluation, quality assurance and implementing change • staff recruitment and induction		**Graeme Young (GY), Head Teacher** **Lorraine Campbell (LCam, Depute Head Teacher** **Marie Clare Duffy (MD), Depute Head Teacher** **Brenda McCoy (BM), Principal Teacher** Lizz Cairns (LC), Principal Lead Practitioner Mharianne Wood (MW), Principal Lead Practitioner Natalie McLean (N McL), Principal Lead Practitioner Rebecca Loughridge (RL), Lead Learning Practitioner		
Through their active involvement in the review of our vision, values and aims, all children, parents/carers and staff share high aspirations for Cathedral nursery.	• Engage with all stakeholders to review and refresh Vision, Values and Aims. **Professional reading:** Vision, Values & Aims – Early Level Portal	• Collated views from VVA consultation activities.	GY	

Our shared values are embedded in the everyday life of Cathedral nursery and inform high-quality practice.	• Develop sustainable ways to embed values in day-to-day life and work of nursery, including values stickers and prompts in learning areas.	• Day-to-day observations and learner conversations.	GY LC RL MW NM	
All children, families and partners are involved in our self-evaluation processes and contribute to ongoing change and improvement.	• Incorporate a range of stakeholder self-evaluation into quality assurance calendar. • Utilise website and Learning Journals to keep parents and carers informed of ongoing change and improvement. **Professional reading:** Self-Evaluation – Early Level Portal	• Quality assurance calendar. • Collated data from self-evaluation activities.	LC RL MW NM	
A robust, but manageable, quality assurance calendar is in place, ensuring high-quality provision is maintained for all learners.	• Revisit nursery remits to ensure quality assurance is shared across Leads. • Work with Nursery Leads to develop quality assurance calendar. • SLT will monitor samples to quality assurance. **Professional reading:** Quality Assurance – Early Level Portal	• Quality assurance calendar. • Quality assurance records (Nursery Leads to maintain; SLT to monitor sample).	GY MD LC RL MW NM	
All new practitioners benefit from an induction programme tailored to their needs and are mentored by more experienced members of the team.	• Develop staff-induction Power Point and associated support materials. • Draw up action plan for each new member of staff to ensure appropriate support and training.	• Induction Power Point and resources. • Practitioner induction evaluations.	MD RL	

EXPECTED IMPACT (SHORT TERM TARGETS) What will be the benefit for learners (be specific)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW? What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	HOW WILL YOU TRACK PROGRESS? MEASURES What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long	RESPONSIBLE PERSON Who will take the lead?	EVALUATION/CHECKPOINT
Staff skills, knowledge, values and deployment • staff skills, knowledge and values • staff deployment		**Graeme Young (GY), Head Teacher** **Lorraine Campbell (LCam), Depute Head Teacher** **Marie Clare Duffy (MD), Depute Head Teacher** **Brenda McCoy (BM), Principal Teacher** Lizz Cairns (LC), Principal Lead Practitioner Mharianne Wood (MW), Principal Lead Practitioner Natalie McLean (N McL), Principal Lead Practitioner Rebecca Loughridge (RL), Lead Learning Practitioner		
Through internal and external training, all practitioners have a clear understanding of how children learn and develop.	• Develop 'essential reading' resource with extracts from literature on child development and early years practice. • Following PRDs, identify appropriate training and input to build capacity of staff. **Professional reading:** Child Development – Early Level Portal	• CLPL records • Training evaluations	MC	
All required policies are in place, fully up-to-date and reviewed on a cyclical basis.	• Develop schedule for cyclical review of policies, based on link below. **Professional reading:** Policies – Early Level Portal • Review all policies and update, as required, by September 2025	• Policies overview • Policy review record	MC LC RL MW NM	
Staff are deployed in ways which ensure practitioners at all levels have support from more experienced colleagues to support and develop their knowledge and skills.	• Once full complement of staff are in place, establish revised operating model comprising SLT, Nursery Lead, NLC7 Practitioner and NLC4 Support Worker for each nursery group.	• Operating model overview • Peer observation schedule and records	BM LC RL	

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	RESPONSIBLE PERSON	EVALUATION/CHECKPOINT
	• Build in regular opportunities for less experienced practitioners to observe Nursery Leads interacting with children. **Professional reading:** Peer Observation – Early Level Portal			
All practitioners have regular opportunities (including 'on the floor') to engage in professional discussions to inform and improve practice.	• Develop prompts and simple record sheet for 'in the moment' professional dialogues. • Include dedicated time for professional dialogue on all inservice days.	• Completed professional dialogue records • Inservice presentations	LC RL MW NM	
Clear arrangements and systems for planned absence ensure minimum disruption to children's routines.	• Establish clear procedures and systems for the booking of annual leave. • Develop and establish simple procedures to prepare children for any temporary change to their key worker.	• Annual leave protocol statement • Nursery leave of absence calendar in staffroom	LC RL	

EXPECTED IMPACT (SHORT TERM TARGETS) What will be the benefit for learners (be specific)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW? What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	HOW WILL YOU TRACK PROGRESS? MEASURES What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long	RESPONSIBLE PERSON Who will take the	EVALUATION/CHECKPOINT
Children experience high quality spaces • quality, safety and maintenance of spaces • children influence and affect change • information management		**Graeme Young (GY), Head Teacher** **Lorraine Campbell (LCam), Depute Head Teacher** **Marie Clare Duffy (MD), Depute Head Teacher** **Brenda McCoy (BM), Principal Teacher** Lizz Cairns (LC), Principal Lead Practitioner Mharianne Wood (MW), Principal Lead Practitioner Natalie McLean (N McL), Principal Lead Practitioner Rebecca Loughridge (RL), Lead Learning Practitioner		
All four learning areas (indoors and outdoors) are stimulating, well-resourced and centred on our learners' needs and interests.	• Continue to use 'How Good is Our Play for Learning' to audit spaces, experiences and interactions. **Professional reading:**	• SLT Learning walks • Monitoring of learning spaces records	LC MW RL NM BM	

	Spaces – Early Level Portal			
All staff understand and share appropriate risk assessments, keeping children safe in all aspects of their play.	• Review risk assessments for all areas; provide time for all staff to familiarise themselves with these. • Ensure staff responsible for each learning area carry out brief risk assessment prior to the beginning of each session. • Carry out full risk assessment of each learning area on a four-week cyclical basis.	• Completed risk assessments • Risk assessment records	NM GY	
Monitoring systems are in place to promptly identify areas requiring maintenance or repair.	• Carry out full risk assessment of each learning area on a four-week cyclical basis. • Establish procedure for repairs to be promptly reported in writing to janitor/HT/local authority.	• Maintenance and repairs records	NM GY	
All children are involved in influencing the design and use of spaces and have control over what they do and play.	• Use speech bubbles to capture day-to-day children's voice in each learning space. Transfer speech bubbles to floor-books. • Utilise website newsfeed to share significant child-instigated changes to spaces.	• Learning walks with focus on children's voice • Children's voice in floor-books	LC MW RL NM BM	
We actively promote a sense of inclusion by reflecting the diversity of our learners and their families in resources, spaces and experiences.	• Analyse and collate data on diversity across nursery. Use information to audit and resource spaces. **Professional reading:** Inclusion – Early Level Portal	• Learning walks with focus on diversity	LC MW RL NM BM	

EXPECTED IMPACT (SHORT TERM TARGETS) What will be the benefit for learners (be specific)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW? What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	HOW WILL YOU TRACK PROGRESS? MEASURES What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long	RESPONSIBLE PERSON Who will take the	EVALUATION/CHECKPOINT
Play and learning • children's engagement • quality of interactions • child-centred planning and assessment		**Graeme Young (GY), Head Teacher** **Lorraine Campbell (LCam), Depute Head Teacher** **Marie Clare Duffy (MD), Depute Head Teacher** **Brenda McCoy (BM), Principal Teacher** Lizz Cairns (LC), Principal Lead Practitioner Mharianne Wood (MW), Principal Lead Practitioner Natalie McLean (N McL), Principal Lead Practitioner Rebecca Loughridge (RL), Lead Learning Practitioner		
All practitioners have a sound understanding of the nursery's overarching pedagogy and can articulate how this informs and shapes learning spaces and day-to-day experiences and interactions.	• Revisit overarching pedagogy during August inservice and discuss how intentional and responsive planning relates to adult-led, adult initiated and child-led learning.	• Inservice Presentation • Learning walks	LC MW RL NM BM	
All children have the opportunity to develop their skills in language, literacy and numeracy across all nursery learning areas.	• Audit current literacy and numeracy across learning spaces and identify next steps. ➢ AUDIT Early Years Maths and Numeracy Audit LOGO.docx ➢ OneDrive ➢ OneDrive Work with NLC Improvement Team over summer to make initial improvements. • Identify establishments where literacy and numeracy across the nursery is a strength. Facilitate learning visits from August 2025.	• Completed literacy and numeracy audits • Learning walks • Records of learning visits to other establishments	LC MW RL NM BM	
All practitioners provide responsive and caring interactions and modelling which supports the development of communication, language and social development.	• Revisit prompts in learning spaces on August inservice day. **Professional reading:** Sensitive Interactions – Early Level Portal	• Learning visits	LC MW RL NM BM	

All practitioners allow children to play and learn at their own pace and understand when to engage and when to stand back to observe.	**Professional reading:** ➢ Wait, Watch, Wonder – Early Level Portal ➢ Supporting, Deepening and Extending Learning, cont. – Early Level Portal ➢ Observations – Early Level Portal	• Learning visits	LC MW RL NM BM	
All practitioners use effective assessments to capture progress and achievements and share these timeously with parents/carers on Learning Journals.	• Ensure 'focus children' schedule is closely adhered to. • Ensure literacy and numeracy trackers are regularly updated in line with focus children schedule. • In line with intentional and responsive planning, ensure all learners have a minimum of one observation uploaded to Learning Journals each week. • Establish Learning Journal monitoring schedule (N McL) **Professional reading:** Learning Journeys – Early Level Portal Tracking, Monitoring & Assessment – Early Level Portal	• Monitoring of learning journals • Monitoring of literacy and numeracy trackers	LCam LC MW RL NM	
EXPECTED IMPACT (SHORT TERM TARGETS) **What will be the benefit for learners (be specific)**	**INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** **What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?**	**HOW WILL YOU TRACK PROGRESS? MEASURES** What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long	**RESPONSIBLE PERSON** **Who will take the**	**EVALUATION/CHECKPOINT**
Nurturing care and support • nurturing care • personal planning • connections with families		**Graeme Young (GY), Head Teacher** **Lorraine Campbell (LCam), Depute Head Teacher** **Marie Clare Duffy (MD), Depute Head Teacher** **Brenda McCoy (BM), Principal Teacher** Lizz Cairns (LC), Principal Lead Practitioner Rebecca Loughridge (RL), Lead Learning Practitioner Natalie McLean (N McL), Principal Lead Practitioner Mharianne Wood (MW), Principal Lead Practitioner		

Loving Lunches actively promotes and develops children's independence and social skills.	• Review approaches to Loving lunches in light of professional reading below. **Professional reading:** Lunch/snack times – Early Level Portal	• Loving Lunch audit • Learning visit, focusing on Loving Lunches	LC BM	
All children's wellbeing is supported through effective, regularly reviewed, personal planning and these are tailored to each child's individual strengths, needs and interests.	**Professional reading:** Personal Plans – Early Level Portal • Ensure personal plans are in place and fully up-to-date for all children. These will be quality-assured by Lead Practitioners and a sample audited by SLT. • Introduce written protocol for the development of all new personal plans from August 2025.	• Completed personal plans • Personal plans overview • Monitoring records	LCam LC MW RL NM	
Parents and carers are supported to regularly and meaningfully engage in their child's learning in the nursery and at home. (LC, MW, RL)	• Develop family learning programme which taps into expertise of Nursery Leads. • Develop and provide resources to help parents and carers support their child's learning at home. **Professional reading:** Family Partnerships – Early Level Portal Play Scotland Resources Archive - Play Scotland	• Family Learning overview • Family Learning evaluations	LC MW RL NM BM	
Final evaluation:				

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.
Priority 1	**£34,568** (01.04.25 to 11.08.25) **£59,327** (to 31/03/26)	**2.6 FTE additional teaching staff (match-funded)** These additional teaching staff will continue to form the core of the 'Attainment Team', carrying out baseline and ongoing assessments (including strategic use of standardised assessments) and delivering a range of targeted literacy, numeracy and health & wellbeing interventions (support and challenge) to small groups and individuals.	Attainment in literacy and numeracy will be maintained or increased for all cohorts.	• Star Assessment, AMT and YARC standardised assessments. • SNSAs • Read Write Inc Fresh Start assessments. • IDL assessments. • Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats. • Weekly 'Attainment Team' planning and evaluations. • June 2026 professional judgements.
	£1680	**Read Write Inc Phonics**	Read Write Inc phonics will continue across P1-3. The positive attainment achieved from P1 to P3 during the 2024/25 session will be maintained and built upon.	• Six- weekly Read Write Inc Phonics assessments. • Ongoing Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats. • June 2026 ACEL data.

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

UNCRC	HGIOS 4	National Improvement Framework
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy	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	**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

Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	**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	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.

'They are like a tree planted beside the water which bears its fruit in season and whose leaves never wither. They succeed in everything they do.' (Psalm 1:3)