

Driving Equity and Excellence

Improvement Action Plan 2026/27




**Our Lady of Good Aid
Cathedral Primary School
& Nursery Class**



'Living to Learn, Learning to Live'

Establishment:	Our Lady of Good Aid Cathedral Primary School & Nursery
Empowered Cluster:	Our Lady's High School
Head of Establishment:	Graeme Young / Marie-Clare Duffy

Improvement Plan Summary	
School Priority 1:	Strengthen and sustain high-quality learning, teaching and assessment by embedding a consistent culture of practitioner enquiry across the school.
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



Although not identified as a discrete priority within the 2026/27 Annual Improvement Plan, Cathedral teaching staff will engage, as required, at school, local authority and national levels with the initial implementation of the **Curriculum Improvement Cycle**. This will include familiarisation with new terminology and the draft technical frameworks. Flexibility will be incorporated into the planned content of collegiate meetings and in-service days to ensure Cathedral Primary can respond appropriately to local authority and national expectations, as well as to the evolving professional learning needs of the Cathedral team.

Establishment 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

2026/27



PEDAGOGY

(how we learn and teach)



My teacher will make my learning even more successful by using curious thinking and research to test new ways of learning and teaching.

CURRICULUM

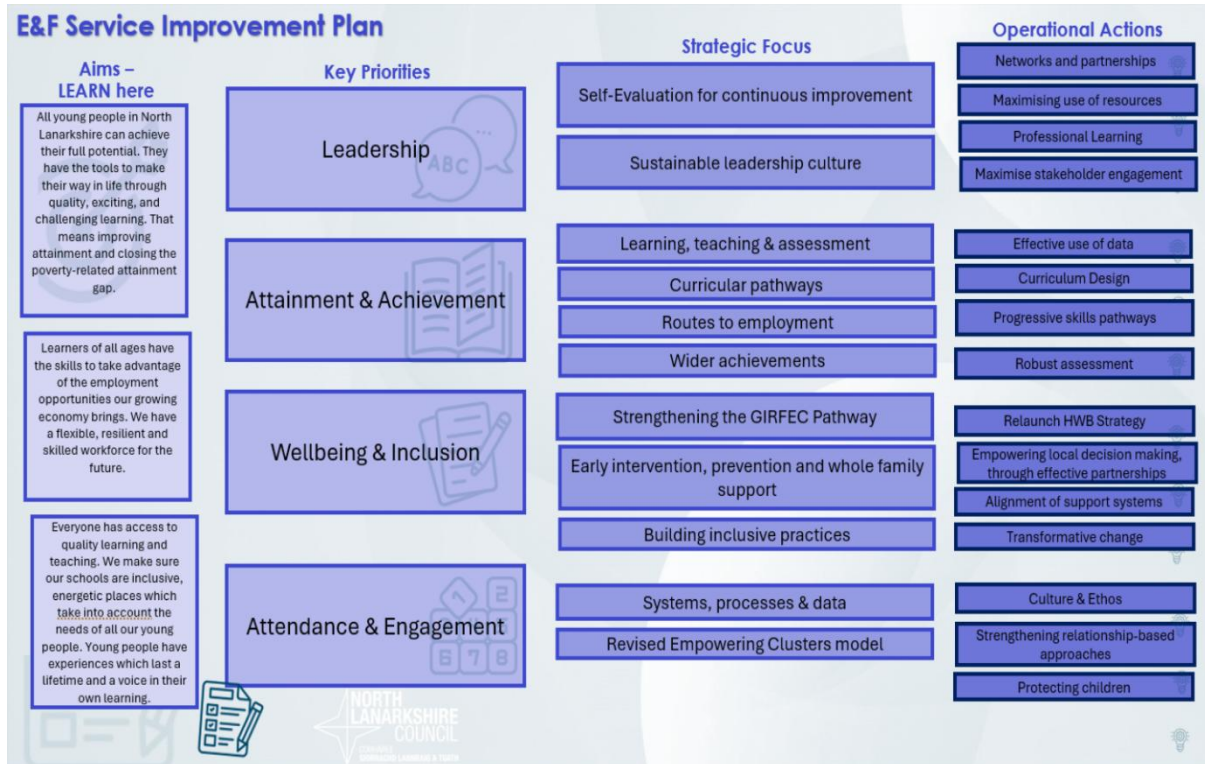
(what we learn and teach)

My teacher will plan daily opportunities for me to speak, read and write in Spanish. If I am in Primary 5 – 7, I will also begin to learn British Sign Language (BSL).



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 (children, parents/carers, partners)

At a school improvement workshop for pupils, parents and carers on Wednesday 23 April 2025, it was agreed that Cathedral's Annual Improvement Plan would continue to prioritise two key areas: Pedagogy (how we learn and teach) and Curriculum (what we learn and teach). Priority 2 of the 2026/27 Improvement Plan, focusing on Spanish and British Sign Language (BSL), was also agreed during this workshop and has been carried forward from last session.

All parents and carers were consulted on the 2026/27 Annual Improvement Plan through a Microsoft Form and a dedicated post on the school's website newsfeed. This consultation also provided information on the continued use of the Pupil Equity Fund allocation to support additional staffing for Cathedral's Attainment Team.

Our 2026/27 improvement priorities were initially shared with pupils at assembly on Thursday 4th June 2026 and a child-friendly AIP poster (see above) is displayed in all classrooms across the school. Pupils across all stages are actively involved in Cathedral Pupil Parliament, enabling them to contribute to change and improvement in Cathedral Primary School. Throughout the 2026/27 session, pupils will have the opportunity to take forward aspects of each improvement priority through Pupil Parliament 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 to be completed but will provide an overview of your improvement journey.)

	Priority 1	Priority 2	Nursery
Year 1: 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.	Post-inspection Action Plan
Year 2: Session 2027-2028	Strengthen and sustain high-quality learning, teaching and assessment by embedding a consistent culture of practitioner enquiry across the school.	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.	Post-inspection Action Plan
Year 3: Session 2028 - 2029	Strengthen and sustain high-quality learning, teaching and assessment by embedding a consistent culture of practitioner enquiry across the school.		

2026-27 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?	Strengthen and sustain high-quality learning, teaching and assessment by embedding a consistent culture of practitioner enquiry across the school.
Person(s) Responsible Who will be leading the improvement?	STRATEGIC LEAD: Marie Clare Duffy (HT)

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

NIF Priority: 3, 5 **NIF Outcome(s):** 1, 2, 3, 4

NLC Priority: 1 **QI:** 1.2, 2.3, 2.5, 3.2

Developing in Faith/UNCRC: 28, 29

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

Following Cathedral Primary’s highly positive inspection report in October 2025 — including an excellent evaluation for 2.3 Learning, Teaching and Assessment — staff agreed that the most effective way to sustain and deepen this success is to strengthen and embed a culture of practitioner enquiry across the school. Practitioner enquiry is a core element of professional learning in Scotland, enabling teachers to reflect critically on their practice, use evidence to investigate impact, and drive meaningful improvement.

The Centre for Teaching Excellence (CfTE) provides a valuable national and local platform to support this work, offering access to high-quality research briefs, professional learning, expert input and collaborative enquiry opportunities. By engaging with the CfTE, staff will have opportunities to connect with wider networks, deepen their understanding of evidence-informed pedagogy, and bring innovative ideas back into the school.

By developing a consistent, whole-school approach to enquiry — supported through the CfTE’s resources and professional learning offer — staff will build confidence in research-engaged practice, enhance professional collaboration, and ensure that improvements in learning, teaching and assessment are continuous and sustainable. This priority aligns directly with the GTCS Standards for Registration and Career-Long Professional Learning and will support Cathedral Primary in maintaining excellence while continuing to evolve as a reflective, research-engaged learning community.

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		
			RAG Status <small>Tick progress toward outcomes</small>	RAG Status <small>Tick progress toward outcomes</small>		
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)				
All teachers engage with the Centre for Teaching Excellence in flexible ways that meet their professional learning needs and contribute to ongoing improvements to learning and teaching in Cathedral Primary School.	<ul style="list-style-type: none"> Support all teaching staff to register and familiarise themselves with CfTE online platform. Promote a range of flexible engagement opportunities with CfTE, including online 	Quantitative <ul style="list-style-type: none"> Staff questionnaire shows engagement with CfTE research briefs and online events. 	✓			

	<p>events, practitioner enquiry support and themed Communities of Practice.</p> <ul style="list-style-type: none"> • Signpost staff to support and opportunities offered by NLC's CfTE Teacher Associates. • Incorporate reading and professional discussion of CfTE research briefs into scheduled collegiate meetings. • Create structured opportunities for teachers to share learning from CfTE engagement through collegiate discussion or CLPL inputs. 	<p>Qualitative</p> <ul style="list-style-type: none"> • Staff questionnaire indicates that CfTE engagement has strengthened professional learning, research use, and collaborative practice. • Staff reflections highlight how CfTE engagement has supported innovation, improved pedagogy or shaped enquiry focus areas. 						
<p>Teaching staff demonstrate increased confidence and skill in practitioner enquiry methods and use these approaches to inform improvements in learning and teaching.</p>	<ul style="list-style-type: none"> • Through CfTE, deliver tailored training sessions on practitioner enquiry, with opportunities for guided application in classrooms. • Provide access to research tools, resources, and exemplars to support staff in developing enquiry confidence. • Facilitate reflective practice sessions where staff analyse how enquiry has influenced teaching and learner progress. 	<p>Quantitative</p> <ul style="list-style-type: none"> • Staff questionnaire shows increased self-assessment ratings of confidence in practitioner enquiry methods. <p>Qualitative</p> <ul style="list-style-type: none"> • Learning visits show enquiry approaches embedded in classroom practice. • Learner conversations capture positive feedback on changes to teaching approaches informed by enquiry. 						
<p>Teaching staff across all stages participate consistently in Communities of Practice, strengthening collaboration, shared professional learning and the use of evidence-informed practice.</p>	<ul style="list-style-type: none"> • Protect scheduled opportunities for Communities of Practice to meet, strengthening collaboration and ensuring all teachers contribute, share practice, and build collective professional learning. • In-house and through CfTE, provide support in practitioner enquiry and access to research briefs. • Establish 'light-touch' approaches to evidence-gathering to ensure practitioner enquiry is manageable and sustainable. 	<p>Quantitative</p> <ul style="list-style-type: none"> • Attendance data shows consistent participation in CoP across all stages. • Staff questionnaire shows improved ratings for collaboration and shared professional learning. <p>Qualitative</p> <ul style="list-style-type: none"> • Learning visits and professional dialogue show evidence of shared strategies being used across stages. • Staff feedback highlights stronger collaboration, shared problem-solving, and use of research-informed approaches. 						
<p>All teaching staff share enquiry findings through whole-school collegiate sessions, promoting wider professional dialogue, spreading effective practice and building collective capacity to improve learning and teaching.</p>	<ul style="list-style-type: none"> • Develop a simple system for capturing and sharing enquiry outputs (e.g., short summaries, posters, or digital snapshots) to spread effective practice. • Schedule whole-school CLPL sessions to showcase enquiry stories, highlighting practical 	<p>Quantitative</p> <ul style="list-style-type: none"> • Increased uptake of strategies showcased during enquiry presentations (tracked through follow-up surveys and learning visits). 						

	<p>strategies that have improved learning and teaching.</p> <ul style="list-style-type: none"> Facilitate cross-stage professional dialogue following presentations, enabling staff to question, compare approaches, and deepen collective understanding. Create follow-up opportunities for teams to trial showcased strategies and bring back reflections, strengthening the cycle of shared professional learning. 	<p>Qualitative</p> <ul style="list-style-type: none"> Staff feedback indicates that collegiate sessions have strengthened professional dialogue and understanding of effective practice. Learning visits show adoption of strategies shared during enquiry presentations. 							
<p>The impact of practitioner enquiry on pupil learning and attainment is systematically evaluated, providing clear evidence of enhanced pedagogy, informed improvement planning and measurable gains in pupil progress.</p>	<ul style="list-style-type: none"> Support staff to gather both quantitative data (attainment measures, assessments, progress tracking) and qualitative evidence (learner voice, observations, work samples) to evaluate enquiry impact. Develop a consistent, school-wide approach for analysing and presenting enquiry findings, clearly linking changes in pedagogy to gains in pupil progress. Use enquiry evidence to inform improvement planning, ensuring decisions are based on demonstrated impact on learning. 	<p>Quantitative</p> <ul style="list-style-type: none"> Assessment data shows measurable gains in pupil progress linked to enquiry interventions. Tracking data indicates improved attainment in targeted areas identified through enquiry. Increased number of enquiries demonstrating clear, evidence-based impact on learning. <p>Qualitative</p> <ul style="list-style-type: none"> Learner voice evidence reflects improved learning experiences and understanding. Work samples show clearer progression in skills or understanding related to enquiry focus areas. Enquiry reports demonstrate explicit links between pedagogical changes and improvements in learner outcomes. 							
<p>Checkpoint 1 Progress Evaluation Statement (December)</p>									
<p>Checkpoint 2 Progress Evaluation Statement (March)</p>									

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?	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: Lorraine Campbell (DHT) TRAINING LEAD: Theresa Marie Cawley (PT)

(Please insert the relevant codes which can be found in Appendix 1)								
NIF Priority:		NIF Outcome(s):						
NLC Priority:		QI:						
Developing in Faith/UNCRC:								
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? For many years, 1+2 languages were 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. This priority, now in Year 2, will continue 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. . Linguagenut subscription.								
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			
All teaching staff are confident in using ‘Linguagenut’ to teach Spanish within their own classroom.	<ul style="list-style-type: none"> The PT with responsibility for 1+2 languages will continue to signpost teaching staff to the most relevant sections of Linguagenut, aligned with the weekly Spanish teaching focus. With guidance and support from the PT, each year group will deliver one Linguagenut module per term to ensure consistent progression and coverage across the school. 	Quantitative <ul style="list-style-type: none"> Forward plans, platform activity and WAC jotters show consistent use of Linguagenut across all classes. Qualitative <ul style="list-style-type: none"> Staff questionnaires reflect increased confidence in using Linguagenut. Learning visits show confident and effective use of Linguagenut in Spanish lessons. 	✓			✓		
Spanish progression pathways ensure appropriate pace and challenge for learners across all stages.	<ul style="list-style-type: none"> Embed Linguagenut progression pathways in forward plans to ensure a joined-up approach between NCCT-taught Spanish and class-teacher-led modules. 	Quantitative <ul style="list-style-type: none"> Forward plans and Linguagenut activity show progression pathways used consistently across all stages. 						

		<p>Qualitative</p> <ul style="list-style-type: none"> Staff feedback indicates increased clarity and confidence in following Spanish progression pathways. Learning visits show coherent progression between NCCT lessons and class-teacher modules. 						
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.	<ul style="list-style-type: none"> PT for 1+2 languages signposts staff to weekly Languageut content linked to class lessons. Embed use of Languageut icon on the Active8 task-board to facilitate daily Spanish reinforcement tasks. With support of PT for 1+2 languages, introduce and embed simple daily routines in Spanish (greetings, date, weather, transitions). 	<p>Quantitative</p> <ul style="list-style-type: none"> Daily task-boards and day-to-day learning walks show opportunities for pupils to reinforce Spanish skills. <p>Qualitative</p> <ul style="list-style-type: none"> Staff questionnaires indicate increased pupil confidence in Spanish listening, speaking, reading and writing. Learning visits show pupils engaging independently with daily Spanish activities and applying learning from weekly lessons. 						
All pupils have access to a Spanish working wall within their own classroom to support daily reinforcement and revision of weekly Spanish lessons.	<ul style="list-style-type: none"> PT with responsibility for 1+2 languages will continue to develop and share a bank of stage-appropriate visual prompts throughout the year. Class teachers will maintain and update Spanish working walls in line with the modules they are teaching. 	<p>Quantitative</p> <ul style="list-style-type: none"> Learning-walks show all classrooms displaying an up-to-date Spanish working wall. Observations show pupils using the working wall during daily Spanish activities. <p>Qualitative</p> <ul style="list-style-type: none"> Pupil voice shows learners can explain how they use the wall to support Spanish learning. Learning visits show pupils confidently engaging with visual prompts. 						
All Primary 5–7 pupils have regular opportunities to learn and use basic British Sign Language (BSL) as part of classroom routines and learning activities.	<ul style="list-style-type: none"> Introduce <i>The School of Signs</i> programme across all Primary 5–7 classes, providing pre-recorded lessons and follow-up activities. Work in partnership with the local Deaf Hub to deliver in-person sessions that complement <i>The School of Signs</i>. 	<p>Quantitative</p> <ul style="list-style-type: none"> Learning-walks show regular use of <i>The School of Signs</i> across all P5–7 classes. <p>Qualitative</p> <ul style="list-style-type: none"> Staff questionnaire indicates increased confidence using basic BSL. 						

	<ul style="list-style-type: none"> Plan and deliver a series of BSL-focused activities during Sign Language Week (w/b 15 March 2027). 	<ul style="list-style-type: none"> Pupil voice shows learners can demonstrate and explain key signs used in class. 						
<p>Family Learning sessions have increased parents' and carers' knowledge of Cathedral's approaches to teaching Spanish.</p>	<ul style="list-style-type: none"> Deliver programme of Primary 1 – 7 Spanish Family Learning sessions. These will take place in individual classrooms and draw on Languagenut activities. 	<p>Quantitative</p> <ul style="list-style-type: none"> Attendance records show engagement from parents and carers across P1–7. <p>Qualitative</p> <ul style="list-style-type: none"> Parent/carer feedback shows improved understanding of Cathedral's Spanish teaching approaches. 						
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

Cathedral Nursery Class Action Plan 2026/27

<p>RATIONALE (WHY?) Why is this identified as a priority? What data supports this?</p>	<p>As well as identifying several areas requiring immediate attention, the joint Care Inspectorate and Education Scotland inspection in May 2025 also set out a number of medium- and long-term actions. This action plan addresses all of these areas and goes further, setting out a clear pathway for sustained improvement.</p> <p>The plan is based on the new <i>'A quality improvement framework for the early learning and childcare sectors'</i>. 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</p>			
<p>EXPECTED IMPACT (SHORT TERM TARGETS) What will be the benefit for learners (be specific)</p>	<p>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?</p>	<p>HOW WILL YOU TRACK PROGRESS? MEASURES What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long</p>	<p>RESPONSIBLE PERSON Who will take the lead?</p>	<p>EVALUATION/CHECKPOINT</p>
<p>Leadership and management of staff and resources</p> <ul style="list-style-type: none"> • vision, values and aims • self-evaluation, quality assurance and implementing change • staff recruitment and induction 		<p>Marie Clare Duffy (MD), Head Teacher Lorraine Campbell (LCam), 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</p>		
<p>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.</p>	<ul style="list-style-type: none"> • Engage with all stakeholders to review and refresh Vision, Values and Aims. <p>Professional reading: Vision, Values & Aims – Early Level Portal</p>	<ul style="list-style-type: none"> • Collated views from VVA consultation activities. 	<p>GY</p>	
<p>Our shared values are embedded in the everyday life of Cathedral nursery and inform high-quality practice.</p>	<ul style="list-style-type: none"> • Develop sustainable ways to embed values in day-to-day life and work of nursery, including values stickers and prompts in learning areas. 	<ul style="list-style-type: none"> • Day-to-day observations and learner conversations. 	<p>GY LC RL MW NM</p>	
<p>All children, families and partners are involved in our self-evaluation processes and contribute to ongoing change and improvement.</p>	<ul style="list-style-type: none"> • Incorporate a range of stakeholder self-evaluation into quality assurance calendar. 	<ul style="list-style-type: none"> • Quality assurance calendar. • Collated data from self-evaluation activities. 	<p>LC RL MW NM</p>	

	<ul style="list-style-type: none"> Utilise website and Learning Journals to keep parents and carers informed of ongoing change and improvement. <p>Professional reading: Self-Evaluation – Early Level Portal</p>			
A robust, but manageable, quality assurance calendar is embedded, ensuring high-quality provision is maintained for all learners.	<ul style="list-style-type: none"> Embed nursery remits to ensure quality assurance is shared across Leads. Develop 2026/27 quality assurance calendar. SLT will monitor samples to quality assurance. <p>Professional reading: Quality Assurance – Early Level Portal</p>	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> staff skills, knowledge and values staff deployment 		Marie Clare Duffy (MD), Head Teacher Lorraine Campbell (LCam), 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 will continue to develop a clear understanding of how children learn and develop.	<ul style="list-style-type: none"> Continue to update '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. <p>Professional reading: Child Development – Early Level Portal</p>	<ul style="list-style-type: none"> CLPL records Training evaluations 	MC	
Review and update policies on a cyclical basis.	<ul style="list-style-type: none"> Embed schedule for cyclical review of policies, based on link below. <p>Professional reading: Policies – Early Level Portal</p> <ul style="list-style-type: none"> Review all policies and update, as required, by September 2025 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. Build in regular opportunities for less experienced practitioners to observe Nursery Leads interacting with children. <p>Professional reading: Peer Observation – Early Level Portal</p>	<ul style="list-style-type: none"> Operating model overview Peer observation schedule and records 	BM LC RL	
All practitioners have regular opportunities (including 'on the floor') to engage in professional discussions to inform and improve practice.	<ul style="list-style-type: none"> Develop prompts and simple record sheet for 'in the moment' professional dialogues. 	<ul style="list-style-type: none"> Completed professional dialogue records Inservice presentations 	LC RL MW NM	

	<ul style="list-style-type: none"> • Include dedicated time for professional dialogue on all inservice days. 			
Embed arrangements and systems for planned absence to ensure minimum disruption to children's routines.	<ul style="list-style-type: none"> • Embed clear procedures and systems for the booking of annual leave. • Continue to embed simple procedures to prepare children for any temporary change to their key worker. 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • quality, safety and maintenance of spaces • children influence and affect change • information management 		Marie Clare Duffy (MD), Head Teacher Lorraine Campbell (LCam), 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		
Continue to ensure all four learning areas (indoors and outdoors) are stimulating, well-resourced and centred on learners' needs and interests.	<ul style="list-style-type: none"> • Continue to use 'How Good is Our Play for Learning' to audit spaces, experiences and interactions. Professional reading: Spaces – Early Level Portal	<ul style="list-style-type: none"> • SLT Learning walks • Monitoring of learning spaces records 	LC MW RL NM BM	
All staff understand and share appropriate risk assessments, keeping children safe in all aspects of their play.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Completed risk assessments • Risk assessment records 	NM GY	

Monitoring systems are in place to promptly identify areas requiring maintenance or repair.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Maintenance and repairs records 	<p>NM GY</p>	
We actively promote a sense of inclusion by reflecting the diversity of our learners and their families in resources, spaces and experiences.	<ul style="list-style-type: none"> Analyse and collate data on diversity across nursery. Use information to audit and resource spaces. <p>Professional reading: Inclusion – Early Level Portal</p>	<ul style="list-style-type: none"> Learning walks with focus on diversity 	<p>LC MW RL NM BM</p>	
<p>EXPECTED IMPACT (SHORT TERM TARGETS) What will be the benefit for learners (be specific)</p>	<p>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?</p>	<p>HOW WILL YOU TRACK PROGRESS? MEASURES What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long</p>	<p>RESPONSIBLE PERSON Who will take the</p>	<p>EVALUATION/CHECKPOINT</p>
<p>Play and learning</p> <ul style="list-style-type: none"> children’s engagement quality of interactions child-centred planning and assessment 		<p>Marie Clare Duffy (MD), Head Teacher Lorraine Campbell (LCam), 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</p>		
All children have the opportunity to develop their skills in language, literacy and numeracy across all nursery learning areas.	<ul style="list-style-type: none"> Audit current literacy and numeracy across learning spaces and identify next steps. ➤ AUDIT Early Years Maths and Numeracy Audit LOGO.docx ➤ OneDrive ➤ OneDrive 	<ul style="list-style-type: none"> Completed literacy and numeracy audits Learning walks Records of learning visits to other establishments 	<p>LC MW RL NM BM</p>	

	<p>Work with NLC Improvement Team over summer to make initial improvements.</p> <ul style="list-style-type: none"> Identify establishments where literacy and numeracy across the nursery is a strength. Facilitate learning visits from August 2025. 			
<p>All practitioners use effective assessments to capture progress and achievements and share these timeously with parents/carers on Learning Journals.</p>	<ul style="list-style-type: none"> 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) <p>Professional reading: Learning Journeys – Early Level Portal Tracking, Monitoring & Assessment – Early Level Portal</p>	<ul style="list-style-type: none"> Monitoring of learning journals Monitoring of literacy and numeracy trackers 	<p>LCam LC MW RL NM</p>	
<p>EXPECTED IMPACT (SHORT TERM TARGETS) What will be the benefit for learners (be specific)</p>	<p>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?</p>	<p>HOW WILL YOU TRACK PROGRESS? MEASURES What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long)</p>	<p>RESPONSIBLE PERSON Who will take the</p>	<p>EVALUATION/CHECKPOINT</p>
<p>Nurturing care and support</p> <ul style="list-style-type: none"> nurturing care personal planning connections with families 		<p>Marie Clare Duffy (MD), Head Teacher Lorraine Campbell (LCam), 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</p>		

<p>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.</p>	<p>Professional reading: Personal Plans – Early Level Portal</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Completed personal plans • Personal plans overview • Monitoring records 	<p>LCam LC MW RL NM</p>	
<p>Parents and carers are supported to regularly and meaningfully engage in their child’s learning in the nursery and at home. (LC, MW, RL)</p>	<ul style="list-style-type: none"> • 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. <p>Professional reading: Family Partnerships – Early Level Portal Play Scotland Resources Archive - Play Scotland</p>	<ul style="list-style-type: none"> • Family Learning overview • Family Learning evaluations 	<p>LC MW RL NM BM</p>	
<p>Final evaluation:</p>				

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



PEF ALLOCATION:

£117,000

RATIONALE FOR PEF PLAN

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

<p>What is Your Poverty Related/Equity Gap? (Q1 v Q5 or other poverty marker)</p> <p>Select From: attainment & achievement, attendance, inclusion, participation, engagement.</p>	<p>Intended Outcome/Impact</p> <p>Please describe your planned use of PEF allocation and what you intend to achieve.</p>	<p>Evidence/Measures</p> <p>Please indicate what pre and post assessment measures you will use to evidence impact.</p>	<p>Detailed Costings</p>	<p>December Checkpoint</p> <p>RAG Status Tick progress toward outcomes</p>		
<p>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.</p>	<p>Attainment in literacy and numeracy will be maintained or increased for all cohorts.</p>	<ul style="list-style-type: none"> 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. 	<p>£34,568 (01.04.25 to 11.08.25)</p> <p>£59,327 (to 31/03/26)</p>			
<p>Read Write Inc Phonics</p>	<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>£1680</p>			
Total PEF Spend			<p>£</p>			

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>	
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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.

