



Driving Equity and Excellence

Improvement Action Plans

Session 2025-26

School:	Our Lady's High School
Cluster:	Our Lady's High School
Head Teacher:	Nicola Cunningham

Improvement Plan Summary	
School Priority 1:	Deliver high-quality learning, teaching and assessment to ensure that all learners reach their potential
School Priority 2:	Pursue the best possible outcomes for all learners, focusing on improving attainment across all areas of the curriculum, increasing attendance and ensuring a sustained positive destination for all of our young people
School Priority 3:	Shared values across the school community which is underpinned by the Catholic identity of the school and reflected in every aspect of our work

Education and Families Priorities

1 <p>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p> <ul style="list-style-type: none">Improvement Actions Raising Attainment Strategy<ul style="list-style-type: none">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<ul style="list-style-type: none">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<ul style="list-style-type: none">This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training	2 <p>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p> <ul style="list-style-type: none">Improvement Actions SAC/ PEF Plan<ul style="list-style-type: none">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<ul style="list-style-type: none">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<ul style="list-style-type: none">The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.	3 <p>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p> <ul style="list-style-type: none">Improvement Actions GIRFEC<ul style="list-style-type: none">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<ul style="list-style-type: none">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<ul style="list-style-type: none">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	4 <p>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <ul style="list-style-type: none">Improvement Actions Curricular Progression<ul style="list-style-type: none">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<ul style="list-style-type: none">The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.Digital Classroom<ul style="list-style-type: none">Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.	5 <p>Vulnerable Groups- Improved outcomes for vulnerable groups.</p> <ul style="list-style-type: none">Improvement Actions Support for Families/ Young People at Risk<ul style="list-style-type: none">There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.Care Experienced Young People<ul style="list-style-type: none">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<ul style="list-style-type: none">There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.
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School Vision and Values

Our Lady's High School is a Catholic School which honours Jesus as the Way, the Truth and the Life and features all of the characteristics as detailed in the Charter for Catholic Schools. Our Lady's High is a community of faith and Learning. Our values are based on doing things '*The Our Lady's Way*'.

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)

AIP discussed with PC members who were given an opportunity to comment on the Plan. The AIP is also available on the school website. AIP will also be discussed at Pupil Parliament.

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

	Priority 1	Priority 2	Priority 3
Year 1: Session 2025-2026			
Year 2: Session 2026-2027			
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?	Deliver high-quality learning, teaching and assessment to ensure that all learners reach their potential
Person(s) Responsible Who will be leading the improvement?	All staff led by HT, Senior Leadership Team and Principal Teachers

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

NIF Priority: 1, 5	NIF Driver: 1, 3, 5
NLC Priority:1	QI: 2.2 The curriculum, 2.3 Learning, Teaching & Assessment, 2.6 Transitions
PEF Intervention: 4, 8	Developing in Faith/UNCRC:2/Article 3, 28, 29

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?

In January 2024 HMIE rated the school as a Very Good for Q.I. 2.3. We continue to build on this evaluation to ensure that we consistently provide our learners with the best possible experience. From data gathered in our self-evaluation and pupil voice activities we are confident that our Learning and Teaching Framework is being used consistently across the school. Last session our priority was to add assessment to the Framework and this has been overtaken. We will now ensure that all forms of assessment are utilised consistently for all learners across the BGE. The identification of key skills is also an area that we wish to strengthen. Our young people have told us via pupil consultation that they feel that they need more preparation before choosing their S3 options. They have also highlighted that S3 'feels like a big jump' from S2. We are seeking to address this by reviewing the pace and challenge within S1 & S2.

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All learners in the BGE and Senior phase (from Almost All) should experience the consistent use of all aspects of the Learning, Teaching and Assessment 'The Our Lady's Way' Framework	All staff should continue to utilise all aspects of the framework i.e. Learning Intentions, Success Criteria, Feedback and Next Steps to ensure all learners have a consistent experience across subject areas	Evidence from Learning Walks, Learning conversations and feedback from Pupil Parliament will evidence the consistent use of the framework		

By June 2026, All learners across the BGE will experience the full range of assessment approaches across the curriculum to support their learning	<p>The updated Learning, Teaching and Assessment 'The Our Lady's Way' Framework will be fully implemented by all subject areas to ensure consistency in the learner journey through the BGE</p> <p>Departments to ensure that all BGE assessments are moderated and robust as per the framework</p>	<p>All subject areas will produce an Assessment map which evidences when and how assessments are taking place across the BGE.</p> <p>Evidence from learner conversations and learning walks as per school self-evaluation calendar</p> <p>Progress with embedding the updated framework will be a regular feature on Departmental Meeting Agendas and minutes will reflect professional dialogue</p>		
By June 2026, All subject areas will identify and track key skill development across the BGE to prepare learners for the Senior Phase	All departments will undertake a skills audit to ensure that key skills are identified and shared with learners throughout the BGE	All subject areas should produce a skills tracker and evidence the development of skills throughout the BGE		
By June 2026, Almost All learners should make reference to the skills they are developing in each subject area	All subjects should ensure that lessons consistently reference the skills being used across the BGE	Evidence from Learning Walks, Learning conversations and feedback from Pupil Parliament will exhibit greater awareness of skills being developed		
By December 2025, All subject areas should review and update all BGE homework to ensure that tasks are meaningful, challenging and prepare learners for their next steps in learning	<p>All departments will undertake a homework audit to ensure homework tasks are consistent, meaningful, challenging and linked to next steps in learning</p> <p>Homework should be developed/updated as required following the audit</p>	<p>Teacher planners should evidence regular use of hw across the BGE.</p> <p>Hw should be a regular item on Departmental Agendas and minutes will reflect this</p> <p>Learner conversations will evidence consistent use of hw in the BGE</p>		

<p>By February 2026, All S2 learners will have a clear understanding of the requirements of all subjects in the Senior Phase and feel confident in making informed option choices</p>	<p>Courses in S2 must be reviewed by all subject areas to ensure pace and challenge in learning which sets clear expectations for NQs.</p> <p>Explicit taster events/opportunities which sample NQ work should be a feature of all S2 courses</p> <p>As part of the ongoing DYW agenda, S2 pupils should have opportunities to understand careers and skills associated with the senior phase for each subject</p>	<p>Learning conversations and feedback from Pupil Parliament will indicate that young people are well prepared to make appropriate option choices</p> <p>Learning conversations and feedback from Pupil Parliament will indicate that young people feel the transition is seamless from S2 to S3</p> <p>Number of young people requesting option choice changes will be minimal</p>		
<p>Raise literacy attainment for learners by June 2026</p>	<p>All subject areas should ensure appropriate coverage of Literacy Experiences and Outcomes across the BGE</p> <p>A whole-school focus on the understanding and use of command words</p>	<p>Subject areas should audit their courses and provide evidence of coverage</p> <p>All subject areas should contribute to the collation of command words and this will be shared with parents/carers, pupils and staff</p> <p>Focus group of pupils to support development of command words</p>		
<p>By June 2026, staff should explore the use of AI, as appropriate, to support learning and teaching for all pupils</p>	<p>CLPL opportunities will be available for staff</p>	<p>Subject areas should explore the use of AI to support Learning and Teaching</p>		
<p>Final evaluation (for submission):</p>				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Pursue the best possible outcomes for all learners, focusing on improving attainment across all areas of the curriculum, increasing attendance and ensuring a sustained positive destination for all of our young people
Person(s) Responsible Who will be leading the improvement?	All staff led by HT, Senior Leadership Team and Principal Teachers

(Please insert the relevant information below using the codes above)	
NIF Priority: 3, 4, 5	NIF Driver:4, 6
NLC Priority:1, 2, 4, 5	QI:2.2, 2.3, 2.4
PEF Intervention:1, 5, 7, 8	Developing in Faith/UNCRC:2/Article 3, 28, 29
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? In January 2024 HMIE rated the school as a Good for Q.I. 3.2. We continue to work to improve this evaluation and to ensure we provide the best outcomes for all learners. Insight data highlights the areas where improvement is required as does NLC attendance data. Positive leavers destinations also contribute to our overall data story.	

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.				
EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By May 26 All learners are supported by all staff to achieve at least 5 qualifications from Almost All learners	All subject areas undertake appropriate planning to work with all young people earlier in their school career to ensure that SQA work is completed and evidence is 'banked' for appropriate qualifications Young people 'at risk' of disengagement are identified on the OLHS target list which is shared with all staff in August	SQA data will demonstrate an increased number of young people who achieve 5 qualifications Attendance and engagement of identified pupils will increase		

Vulnerable learners will be supported to progress to a sustained destination	<p>All staff understand their responsibility for meeting the needs of our most vulnerable learners and support their academic success</p> <p>Embed the use of the skills base to provide bespoke learning for our most vulnerable pupils</p> <p>Learners will work intensively with all partners to ensure an appropriate and sustainable destination is achieved</p>	<p>All subjects will track and monitor the progress of individual learners identified on the target list to ensure they achieve qualifications</p> <p>Identified young people will achieve qualifications appropriate to them and progress to a positive destination</p> <p>16+ meeting minutes will evidence the success of work undertaken</p>		
All young people in S1 & S2, from None, will have the opportunity to achieve SQA certification	Introduction of SCQF Level 3 & 4 qualifications in S1 & S2 which will involve collaboration across subject areas	SQA Data/Tariff Points		
Enhance opportunities for S3 students to achieve additional SQA qualifications	Extension of SCQF 4 & 5 qualifications in S3 which will involve collaboration across subject areas	SQA Data/Tariff Points increased for S3 students		
All young people will have a continued positive learning experience while new faculties embed	<p>Identify good practice in subject areas and seek a consistent approach through collaboration to ensure the best outcomes for all young people</p> <p>Ensure that the 'SQA Framework-The Our Lady's Way' is adhered to and National Standards remain consistently high across all subject areas</p>	<p>Learning Walks/Learner Conversations/DM Minutes</p> <p>Subject uptake remains consistent</p> <p>SQA Data, Learner Conversations, Pupil Parliament Minutes</p>		

By August 2026 improve the percentage of young people achieving 5 or more National 5 qualifications in S4 from 53.9% to 60%	Identify and support learners in S4 to ensure they achieve 5 or more National 5 qualifications	Monitoring and Tracking data, S3 exam diet and SQA results in Aug 26 and Aug 27		
By August 2026 improve the percentage of young people achieving a pass at Higher in S5 by 5% from 1+ 63.9%, 3+ 44.9%, 5+ 18.4%	Identify and support the learners in S5 who should achieve qualifications at Higher level	Ensure option choices are at the correct level Monitor and track S5 pupils closely across all subject areas		
Continue to Improve whole school attendance rate to above 95% by June 2026 from 93.2% with a particular focus on identified groups of pupils where attendance is a cause for concern	Continued implementation of 'OLHS Improving Attendance framework' and work with identified pupils who require support to improve their attendance PEF DHT will continue to support young people who have barriers to accessing their education and where attendance is a cause of concern. All cluster resources will be accessed			
Final evaluation (for submission):				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Shared values across the school community which is underpinned by the Catholic identity of the school and reflected in every aspect of our work
Person(s) Responsible Who will be leading the improvement?	All staff led by HT, Senior Leadership Team and Principal Teachers

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

NIF Priority: 1, 2	NIF Driver: 2
NLC Priority: 5	QI:2.4
PEF Intervention:1, 2, 5	Developing in Faith/UNCRC: 1, 2, 5
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 priority? What data did you have to support this? As commented by HMIE in January 2024, the school has a very positive ethos which reflects Gospel Values and regularly refers to 'The Our Lady's Way'. It has been many years since the school updated the promoting positive behaviour policy. Staff have identified the need for an updated Relationships Policy.	

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Development of a new Relationships 'The Our Lady's Way' Framework, based on Gospel Values and nurturing principles, to replace the existing promoting positive behaviour policy. This will ensure that all young people benefit from a consistent nurturing approach across the school	Input for all staff at the August Inset Short Life Working Group with representation from a range of subject areas and roles across the school Pupil Parliament and Rights Respecting Schools Group consultation Parent Council/Stakeholder Consultation	Feedback from all stakeholders Development of draft Framework		

Solihull Training for Almost All Staff which will strengthen trauma informed approaches which will benefit all pupils	Training on Inset Day 3 & 4 for Almost All staff	Evaluation from participants on Training Learner		
Finalise new Vision, Values and Aims, based on Gospel Values, by June 2026	All stakeholders will be consulted before the framework is implemented. The framework will support the existing nurturing approaches within the school	The framework will be implemented by January 2025 Learning walks and learner conversations should evidence the nurturing approach and high-quality relationships that exist		
Final evaluation (for submission):				

PEF ALLOCATION: £53,900

NORTH LANARKSHIRE COUNCIL

EDUCATION & FAMILIES

EQUITY PLAN 2025-26

(Internal recording; random sampling of PEF/Equity Plans will continue throughout the session).



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	Evidence/Measures
Priority 2 – Achieve best possible outcomes for all learners.		PEF PRIORITY 1,2,4,5,6,7,8,9,10,11,12 Continued work of PEF DHT and newly appointed PEF Teacher to support targeted young people where poverty or attendance is a barrier to their learning.	DHT PEF will continue to plan and support interventions for targeted pupils. DHT PEF will coordinate support and interventions in line with appointment of PEF teacher with focus on S1/S2 nurture and wellbeing and wider certification. Young people will engage with external agencies where appropriate to widen their skills and experiences.	Tracking and Monitoring Data, Wellbeing Assessment Data, Attendance Data, learner and parental surveys.
Priority 2 – Achieve best possible outcomes for all learners.		PEF PRIORITY1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Support the qualifications of targeted S4 pupils through use of the newly established "Skills Base".	DHT PEF along with wider staff will support a targeted group of young people to achieve SQA qualifications through Tuesday PM "Skills for Life and Work Group". Young people will achieve qualifications which are right for them. Learners will work with staff and external agencies to secure a positive post school destination.	SQA Data, Positive Destinations Data, Pupil engagement and feedback. Improved attendance data.
Priority 2 – Achieve best possible outcomes for all learners.		PEF PRIORITY 2,3 Continued use of universal Breakfast Club and additional 9'oclock club.	No learners will start the day hungry and by providing a softer start for some pupils, they will see an increased engagement in their learning.	Attendance Data, Number utilising Breakfast Club.

			New S1 pupils will be supported in their transition and will build positive relationships with staff.	
Priority 3 – Shared values		PEF PRIORITY 2, 5 Focus on Nurture to support some of our most vulnerable learners.	PEF DHT and PEF Teacher will establish nurture groups for S1 and S2 pupils. Staff will engage in Nurture Training and embed this into whole school relationships policy.	Pupil, Parental and Staff feedback. Increased pupil participation and engagement. Use of pupil wellbeing assessments, tracking and attendance data.

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</p> <p>Article 2 - non-discrimination</p> <p>Article 3 - best interests of the child</p> <p>Article 4 - implementation of the Convention</p> <p>Article 5 - parental guidance and child's evolving capacities</p> <p>Article 6 - life, survival and development</p> <p>Article 7 - birth registration, name, nationality, care</p> <p>Article 8 - protection and preservation of identity</p> <p>Article 9 - separation from parents</p> <p>Article 10 - family reunification</p> <p>Article 11 - abduction and non-return of children</p> <p>Article 12 - respect for the views of the child</p> <p>Article 13 - freedom of expression</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p> <p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p> <p>Article 19 - protection from violence, abuse and neglect</p> <p>Article 20 - children unable to live with their family</p> <p>Article 21 – adoption</p> <p>Article 22 - refugee children</p> <p>Article 23 - children with a disability</p> <p>Article 24 - health and health services</p> <p>Article 25 - review of treatment in care</p> <p>Article 26 - social security</p> <p>Article 27 - adequate standard of living</p> <p>Article 28 - right to education</p> <p>Article 29 - goals of education</p> <p>Article 30 - children from minority or indigenous groups</p> <p>Article 31 - leisure, play and culture</p> <p>Article 32 - child labour</p> <p>Article 33 - drug abuse</p> <p>Article 34 - sexual exploitation</p> <p>Article 35 - abduction, sale and trafficking</p> <p>Article 36 - other forms of exploitation</p> <p>Article 37 - inhumane treatment and detention</p> <p>Article 38 - war and armed conflicts</p> <p>Article 39 - recovery from trauma and reintegration</p> <p>Article 40 - juvenile justice</p> <p>Article 41 - respect for higher national standards</p> <p>Article 42 - knowledge of rights</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p>	<p>1.1: Self-evaluation for self-improvement</p> <p>1.2: Leadership for learning</p> <p>1.3: Leadership of change</p> <p>1.4: Leadership and management of staff</p> <p>1.5: Management of resources to promote equity</p> <p>2.1: Safeguarding and child protection</p> <p>2.2: Curriculum</p> <p>2.3: Learning teaching and assessment</p> <p>2.4: Personalised support</p> <p>2.5: Family learning</p> <p>2.6: Transitions</p> <p>2.7: Partnerships</p> <p>3.1: Ensuring wellbeing, equality and inclusion</p> <p>3.2: Raising attainment and achievement</p> <p>3.3: Increasing creativity and employability</p> <p>PEF INTERVENTIONS</p> <ol style="list-style-type: none"> 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 <p>EDUCATION AND FAMILIES' PRIORITIES</p> <ol style="list-style-type: none"> 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 	<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 Drivers</p> <ol style="list-style-type: none"> 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 <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

Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	<p><u>A QUALITY FRAMEWORK FOR ELC</u></p> <p>1 Leadership</p> <p>1.1 Leadership and management of staff and resources 1.2 Staff skills, knowledge, values and deployment 1.3 Leadership of continuous improvement</p> <p>2 Children thrive and develop in quality spaces</p> <p>2.1 Children experience high quality spaces</p> <p>3 Children play and learn</p> <p>3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment</p> <p>4 Children are supported to achieve</p> <p>4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality 4.3 Children's progress 4.4 Safeguarding and child protection</p>	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.
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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
5. Serving the common good.