



Driving Equity and Excellence

Improvement Action Plans

Session 2025-26

School:	Rochsolloch Primary School
Cluster:	Airdrie Academy
Head Teacher:	Mark Wilson

Improvement Plan Summary	
School Priority 1:	Increase attainment in Writing across P1-P7 by 2% (from 81.66% to 83.66% by June 2026.
School Priority 2:	Create environments across P1 – P7 that support the development of meta-skills and are reflective of children's voice by April 2026.
School Priority 3:	Improve consistency and quality of learning and teaching by ensuring consistent use of high-quality Learning Intentions and Success Criteria in almost all lessons.
Nursery Class Priority:	Improve quality of learning experiences by ensuring most children's experiences reflect children's voice.

Education and Families Priorities



School Vision and Values

Vision: Everyone achieves their potential.

Values: Respect, Achievement, Happiness.

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)

Parent Survey (May 2025)

Pupil Survey (May 2025)

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	Increase attainment in Writing across P1-P7 by 2% (from 81.66% to 83.66% by June 2026.	Create environments across P1 – P7 that support the development of meta-skills and are reflective of children’s voice.	Improve consistency and quality of learning and teaching by ensuring consistent use of high-quality Learning Intentions and Success Criteria in almost all lessons.
Year 2: Session 2026-2027		Create process for tracking progress of Meta-skills in P1-P7.	
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?	Increase attainment in Writing across P1-P7 by 2% (from 81.66% to 83.66% by June 2025.
Person(s) Responsible Who will be leading the improvement?	Jamie Innes

(Please insert the relevant information below using the codes above)				
NIF Priority: 5		NIF Driver: 4		
NLC Priority: 1		QI: 2.2, 2.3, 3.2		
PEF Intervention:		UNCRC: 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? Following on from the improvements realised last session through the development of approaches to the teaching of Writing, we will continue to embed this across the school, with the aim of continuing to raise attainment for all stages. Data shows an improvement of 9.38% since session 2021/22 across P1-7, and the attainment gap between SIMD Q1 and Q5 has reduced by 27.82% since 2022/23 to 9.68%.				
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.				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Most learners will demonstrate improved quality of narrative writing.	<ul style="list-style-type: none"> Follow the Talk for Writing process to assess and plan for children's next steps. Moderate Hot writing examples against Benchmarks within and across levels. Embed writing processes across the week/term using a revised planning overview. Continue developing approaches to reading for pleasure from P1-P7 to support children's writing. 	<ul style="list-style-type: none"> Comparison between Cold and Hot writing examples with reference to the Talk for Writing checklist. TPJ Planning overviews included in forward planning folders. 		
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?		Create environments across P1 – P7 that support the development of meta-skills and are reflective of children’s voice by April 2025.
Person(s) Responsible Who will be leading the improvement?		Lindsay Torley

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

NIF Priority: 4	NIF Driver: 4
NLC Priority: 4	QI: 2.3
PEF Intervention:	UNCRC: 12, 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?
 Last session we focused on meta-skills of creativity and curiosity. However, it became clear that to meaningfully develop these areas in practice, work was required to enhance the learning environment so children could demonstrate these skills. Therefore, this session we enhance the learning environment and provide opportunities for children to gain a deeper understanding of meta-skills.

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.**
PEF: 27749

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Most children can name the following number of meta-skills: P1: 2 P2-3: 3 P4-5: 4 P6-7: 5 Most children can describe a time when they have used a meta-skill.	<ul style="list-style-type: none"> • NCCT modelling of meta-skills. • Team-teaching between class teachers, and between class teachers and NCCT teacher. • Assembly focus on meta-skills throughout the year. • Class teachers making links across learning. • Increase stock of non-fiction texts to support play/enquiry. 	<ul style="list-style-type: none"> • Individual pupil conversations to identify meta-skills and their use. • Assembly plans. • Tracking Meetings • Forward Plans 		
All children have the opportunity to express their	<ul style="list-style-type: none"> • Ferre Laevers observation format used from P1 – P7. 	<ul style="list-style-type: none"> • Class and open area environments are 		

<p>thoughts and opinions to improve their experiences.</p> <p>Children's experiences are reflective of observation data and pupil voice.</p>	<ul style="list-style-type: none"> • CLPL to support observation process. • Moderation of observation process. • Record of regular feedback sessions in class. • 	<p>reflective of observation evidence.</p> <ul style="list-style-type: none"> • Feedback evidence (e.g., Floor Book, wall display etc.) • Discussion at Tracking Meetings to identify outcomes from observations. • Completed observation formats. 		
<p>Final evaluation (for submission):</p>				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Improve consistency and quality of learning and teaching by ensuring consistent use of high-quality Learning Intentions and Success Criteria in almost all lessons.
Person(s) Responsible Who will be leading the improvement?		Mark Wilson

(Please insert the relevant information below using the codes above)				
NIF Priority: 5		NIF Driver: 4		
NLC Priority: 1		QI: 2.3		
PEF Intervention:		UNCRC: 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 priority? What data did you have to support this? Staff identified inconsistencies in the use of Learning Intentions (LI) and Success Criteria (SC) across the curriculum. Additionally, an audit was completed by staff to prioritise aspects of the NLC Learning, Teaching and Assessment Policy for improvement, with 50% selecting this aspect as their 1 st or 2 nd priority. Pupil feedback was sought during class observations, with 60% able to describe what they were learning and 67.50% able to describe how they know if they've been successful. VSE feedback concurred with our evidence that this was a development opportunity for us.				
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.				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Children and staff share a common understanding of planned learning and what success looks like.	<ul style="list-style-type: none"> CLPL for staff to develop understanding. Moderation activities. 	<ul style="list-style-type: none"> Class Visits. Learner conversations. 		
Final evaluation (for submission):				

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Improve quality of learning experiences by ensuring planning is progressive and reflects an appropriate balance of adult initiated, adult directed, and child led experiences.
Person(s) Responsible Who will be leading the improvement?	Principal Leads	

(Please insert the relevant information below using the codes above)				
NIF Priority: 1		NIF Driver: 2, 4		
NLC Priority: 1		QI: 3.1, 3.2		
PEF Intervention:		UNCRC: 12, 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 priority? What data did you have to support this? We began working on a new planning cycle last session as this was identified as an area for improvement following the creation of a new nursery team. By reflecting on professional reading and examples of good practice from Education Scotland, a timeline was created to establish this new planning framework that puts the child's voice at the centre of the planning process. Whilst early progress was made, the team found it challenging to keep to the original timeline.				
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 children will have planned, progressive, Adult Led (AL) and Adult Initiated (AI) learning experiences. Child led (CL) experiences are reflective of observation evidence.	<ul style="list-style-type: none"> Create planning formats to record AL/AI experiences. Create Floor Books (FB) to document the learning journey: <ul style="list-style-type: none"> Select appropriate Experiences & Outcomes from progressive planner and document progress. Staff CLPL to develop understanding of Experiences and Outcomes, and Learning Intentions and Success Criteria. 	<ul style="list-style-type: none"> FB created to document learning journey. Yearly/ Monthly planning overviews completed. Learning Journals show evidence of AL, AI and CL experiences. 		

Most children will have their views recorded in Floor Books and Learning Journals to inform next steps in planning.				
Final evaluation (for submission):				

PEF ALLOCATION: £34300

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. We have been developing our curriculum to ensure all children have a high-quality learning experience that gives them skills for learning, life and work. Our PEF intervention will address these areas to enhance outcomes for learners and increase the likelihood of positive leaver destinations.				
Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
Priority 1	£27749	Match fund additional teacher to support the teaching of meta-skills though NCCT.	Additional teacher will develop meta-skills through Technologies and Expressive Arts delivery and support the embedding of skills in class practice through dedicated teacher development slots to work alongside colleagues.	<ul style="list-style-type: none"> Tracking Meeting discussions. Individual pupil conversations to identify meta-skills and their use.

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> <p>1. Early intervention and prevention</p> <p>2. Social and emotional wellbeing</p> <p>3. Promoting healthy lifestyles</p> <p>4. Targeted approaches to literacy and numeracy</p> <p>5. Promoting a high quality learning experience</p> <p>6. Differentiated support</p> <p>7. Using evidence and data</p> <p>8. Employability and skills development</p> <p>9. Engaging beyond the school</p> <p>10. Partnership working</p> <p>11. Professional learning and leadership</p> <p>12. Research and evaluation to monitor impact</p> <p>EDUCATION AND FAMILIES' PRIORITIES</p> <p>1. Improvement in attainment, particularly literacy and numeracy</p> <p>2. Closing the attainment gap between the most and least disadvantaged children</p> <p>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</p> <p>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>5. Improved outcomes for vulnerable groups</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 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

<p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p>	<p><u>A QUALITY FRAMEWORK FOR ELC</u></p> <p>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</p> <p>2 Children thrive and develop in quality spaces 2.1 Children experience high quality spaces</p> <p>3 Children play and learn 3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment</p> <p>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</p>	<p>and a culture of dignity and respect for all.</p> <p>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>
<p>Developing In Faith <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p> <ol style="list-style-type: none"> 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. 		