



Driving Equity and Excellence

Improvement Report

Session 2024-25

School:	Saint Andrew's Primary School
Cluster:	St. Margaret's
Head Teacher:	Colette Lambie (Acting)

<u>AIR Submission Date</u>	<u>Submission Focus Area</u>	<u>Progress towards improvement priorities</u>
4 th October 2024	QIs 3.1 & PEF Update	Internal only. No submission necessary.
6 th December 2024	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
21 st March 2025	QI 2.3 & PEF Update	Internal only. No submission necessary.
13 th June 2025	Full submission: All QIs.	Submission required – A summary of progress towards identified priorities.

Mid-term submission should be emailed to QISSIP-SIR@northlan.gov.uk.
The final report will be collected using a GLOW form and the link will be sent prior to the final submission date, in June 2024.

Section 1: Establishment Details

Establishment Improvement Report

Context of the school:

St. Andrew's Primary and Nursery Class is situated on the boundary between Whinhall and Burnfoot in Airdrie. It is a mainstream primary and nursery class. There are currently 156 children enrolled in the school and 48 places in the nursery. This has increased from 32 from previous session. Next session, nursery capacity will be reduced to 34. There are 7 classes as follows: P1- 21 P2- 26; P2/3- 23 pupils; P4-20; P5- 28; P6-20; P6/7 - 21. 17 new pupils have joined the school since August and the roll is projected to increase. From August 2024, there has been an acting Head Teacher in post (substantive PT in school) supported by 2 FTE Principal Teachers (1 acting PT). 1 Principal teacher is 1FTE post and the other is 0.8 FTE. A class teacher has assumed the 0.2 PT and 0.2 FTE PEF funding has been used to compliment this role.

Over the past two years, there has been a significant change in staffing of classes: 2 teachers are assuming acting roles and 2 teachers are on seconded posts. As a result, the teaching staff is comprised of 2.6 FTE class teachers (one topped up 0.2 from PEF to 0.8); 3 temporary teachers and 1 probationer teacher. 5 new members of staff have also joined the nursery (4 key workers and 1 support worker) due to the redundancy of NL9 staff and increased nursery intake from 32 to 48.

ASNA staff has been reduced from 4 to 3 since last session and staff absence reduced this to two from August to January. 0.5 classroom assistant support has also been compromised due to long term absence since January. Office staff comprises 1 FTE senior clerical and one 0.67 clerical assistant. From August until April a 1FTE long term absence in the school office. Both ASNA and clerical absences have adversely impacted on school capacity to drive improvement.

We have consulted with all stakeholders this year to refresh our vision, values and aims. These have been widely shared and publicised, outlining our core beliefs and objectives.

According to the Scottish Index of Multiple Deprivations, the school is in an area of high deprivation, with 70% of children living in quintile 1 (SIMD 1&2) and 37% of pupils are entitled to Pupil Equity Funding. 43% of children had a recorded Additional Support Need (ASN), 20% above National Primary Average. - Other statistics affecting attainment are summarised below and are linked to the [Tracking Attainment over Time](#) document.

Number of Children	SIMD1/2	PEF	EAL	Care Exp	GIRFME	ACE	Neurodiverse	Dyslexia
School	110	59	16	11	17	59	23	5
158	70%	37%	10%	7%	11%	37%	15%	3%
Nursery	N/A	N/A	6	1	5			
48			13%	0.2%	10%			N/A

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

We have taken several steps to improve attendance in St. Andrew's. The implementation of a play-based curriculum coupled with [universal awareness raising](#) of the impact of poor attendance, has seen an improvement in attendance in P1-P4. A focus on building strong and supportive relationships with pupils, parents and families, has allowed us to identify issues that have impacted on attendance and address/support these appropriately. Extremely poor attendance and late-coming of a small number of pupils in P5-P7 remains a stubbornly entrenched, despite monthly SLT tracking and monitoring, with parents being contacted to discuss barriers. The cluster Family Engagement Support Assistant has been used to support improved attendance. Events such as pantomimes and sports days etc are planned for the last week of term, to encourage good attendance. An extended spell of good weather in May saw a concerning decline in school attendance. Our target of 90% for this session has not been achieved.

Current attendance rates by class:

Class	P1	P2	P2/3	P4	P5	P6	P6/7
2023-2024	89.1	89.7	90.1	85.6%	86.5%	87.5%	91.5%
2024-2025 (6 th Dec)	92%	95%	92%	92%	90%	88%	85%
2024-2025 (6th May)	89.9%	92.6%	91.5%	90.1%	88.6%	87.3%	86.3%
2024-2025 (9 th June)	89.6%	91.8%	91.3%	90.7%	88.05%	86.9%	86.8%

Attendance Target for Session: 90%

Overall school attendance:

6 th December	90.85%
21 st March	89.64% - 1.21
6 th May	89.72% +0.08%
13 th June	89.42 -0.3%

Details of consultation: Pupils/Parents/carers/staff/stakeholders

Stakeholders are consulted in a variety of ways at various points throughout the year as follows:

Details of engagement with parents/carers include:

HGIOS questionnaire

Evaluations of learning

Evaluations of partnership events

Consultation with parent council

Curriculum rationale consultation

Vision/Values and Aims consultation

PEF intervention consultation with Parent Council

PEF questionnaire to parent of pupils in receipt of interventions

Details of engagement with learners:

Personal Learning Planning

Assessment Jotters
HGIOS questionnaires
SHANARRI questionnaires
Pupil Committees
Target setting
IDL theme planning
Moderation Files on Teams

Details of engagement with staff:

HGIOS questionnaire
SIP working group meetings and evaluations
HGIOS focus Q.I. evidence
Staff meetings
SRG WTA meetings
Targeting inequality tasks
Forward plan/assessment meetings
Classroom observations & dissemination of good practise
PEF & SAC intervention evaluation and next steps
SIP consultation

Section 2: What progress have you made in closing any poverty related attainment gap?

(Submission Dates: 4th October, 6th December, 21st March and 13th June 2025.)

Equity Plan

What has improved/changed for young people affected by poverty?

Children in P1 –P3 now have access to a play-based curriculum which promotes a more inclusive and equitable environment for learning. Whilst overall school attendance is below the national average, attendance statistics for P1-P4 – where play/enquiry pedagogy has been implemented – are in line with national average. In P2 – with 77% of pupils in quintile 1 – attendance is 95% - above the national average. In P5 (quintile 1 78.5%) attendance in session 2023-2024 was 86.5% and by May 2025 has increased to 88.6%.

Investment in Youth Worker Support via Achieve More Scotland has supported positive playground interactions. This has facilitated inclusion of pupils at risk of missing out. It has also facilitated increased opportunities for outdoor play-based learning in P1-P3 – with pupil observations indicating an increase in wellbeing for these learners.

The provision of a sensory/nurture room has supported several children affected by poverty with emotional regulation and morning transitions.

What difference did your approach make to the wider tackling poverty agenda?

PEF funding to release PTs from class has facilitated family engagement and support. Principal teachers have been able to effectively liaise with third sector organisations to provide targeted support to families affected by poverty and adversity such as: Tackling Poverty Group, Circle, St. Vincent de Paul (SVDP), Diamonds in the Community, Families First, Families Here and Now. PTs have also been able to support the implementation of the GIRFC framework, ensuring pupil wellbeing assessments, GIRFMe plans and requests for assistance are carried out as appropriate.

In what ways are you reducing the poverty-related attainment gap?

PEF funding used to release PT from class to deliver interventions has narrowed the poverty related attainment gap for all recipients. Of 14 children receiving Read Write Inc (RWI) 29% were care experienced, 86% reside in quintile 1 and 57% are entitled to FSM (free school meals). Pre and post assessment data indicated there was value added for all learners with gains made in reading accuracy and fluency as well as spelling age. A further cohort of children – 100% FSM entitlement currently receiving this intervention are yet to be assessed to measure impact.

To what extent are you considering long-term sustainability as part of your planning and reporting process? What are your next steps?

A significant investment in sustainable resources to support a play and enquiry-based approach to learning has ensured that the play and enquiry approach to learning and teaching can be sustained beyond this round of PEF funding. Prior investment in staff CLPL has helped to embed these approaches to ensure this approach can continue to develop and evolve over time.

There is no requirement to submit PEF/Equity Plans during session 2024/25; random sampling will continue throughout the academic session.

At mid-term review – please highlight any significant challenges to PEF plan and any significant underspends and discuss this with your EFM and/or a member of the SAC team.

October Update

<u>PEF Carry Forward</u>	<u>£15,256</u>	<u>PEF Funding</u>	<u>£45,325</u>
<u>Total PEF Funding -</u>	<u>£60,581</u>		
<u>Intervention</u>	<u>Cost</u>	<u>Impact</u>	
0.2 PT Differential	£6296	Allowing PTs time to be out of class to support school improvement priorities: <ul style="list-style-type: none">- Delivery of Read Write Inc Sessions to three targeted intervention groups from P5-P7. Assessment data indicates increased attainment for all learners.- Delivery of intensive 1:1 Wave 3 intervention for pupils in P2-3. Assessment data indicates increased attainment for all learners.- Delivery of LIAM 1:1 intervention, to support learners experiencing anxiety.- Development of environment and ASN support through play pedagogy to meet the needs of all learners.- Targeted reading group support in P2 for learners with EAL.- Pastoral support to families affected by poverty by signposting/referring to partner agencies.- Ensuring implementation of GIRFEC framework to meet the needs of all learners.- Supporting smooth transitions.	
Additional Staffing	£44,021		
Purchase Orders	£5056	<ul style="list-style-type: none">- Investment in outdoor play resources to support play-based learning in P1-P3. Promotion of positive physical, emotional and mental wellbeing.- Development of meta-skills in real life contexts.	
<u>Spend to Date</u>	<u>£50,317</u>		
<u>Balance</u>	<u>£5,208</u>		

December Update

AFA absence and missed scheduled meetings meant there was a lack of clarity with budget spending and balance. There is no update at this point.

March Update

<u>PEF Balance -</u>	<u>£5,208</u>	
<u>Intervention</u>	<u>Cost</u>	<u>Impact</u>
£100 subsidy to P6 PEF entitled pupil towards residential trip	<u>£500</u>	Reducing inequality and promoting equity for all.
Swimming lessons and associated transport costs for P5 pupils.	£490 - Swimming lessons £1080 - Bus <u>£1570</u>	Equitable access to swimming – development of resilience, life skills,
VIP 6 week VIP horse riding session for 4 pupils	<u>£1230</u>	Providing nurture and emotional support for pupils at risk of missing out.
6 weeks Campfire Classroom for P5 pupils	<u>£1050</u>	To promote HWB and relationship building for P5 pupils, where 46% of pupils are entitled to FSM and 79% live in Q1. Develop resilience, cooperation.
Classroom Resources	<u>£858</u>	To improve the classroom environment for learners, replacing brightly coloured desks/chairs with natural colours, supporting better regulation.

Evaluation

The use of PEF funding to allow PTs to be out of class has been fundamental in supporting progress in Q1 3.2 Raising attainment and achievement, through targeted interventions and Q1 3.1 Ensuring wellbeing, equality and inclusion, through the implementation of the GIRFEC framework and targeted family supports. The Campfire Classroom experience for P5 has been a valuable experience for this class, where 46% of pupils are entitled to FSM and 79% live in Q1. We would hope to buy in this resource again with a longer-term view to train school staff and develop a more sustainable approach to outdoor learning for all children.

Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2025)

Cluster Priority 1(Long Term Outcome): By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities, and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.

(Please insert the relevant information below)

NIF Priority: 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people's health and wellbeing;	NIF Driver: 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
NLC Priority: 1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy. 2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people. 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing. 5. Vulnerable Groups-Improved outcomes for vulnerable groups.	QI: 1.2 Leadership of learning 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u>	
RATIONALE: Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.	
Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.	
OUTCOMES: By June 2025 all learners will benefit from all staff having an increased awareness of The Promise. GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning. Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster.	
EXPECTED IMPACT:	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?) All establishments within the Cluster have completed the training for the We Promise award. Completing the award has had a significant impact on both our children/young people and establishments as it promotes a culture of inclusion and support for care experienced children and young people. The training provided learning opportunities that enhanced practitioner understanding of The Promise and our role and responsibilities as the corporate parent.	

All establishments offer flexible learning opportunities and bespoke timetables to meet individual learner needs and have a shared approach to the impact trauma can have on learning which leads to improved coordination of support with a child centred approach.

Almost all establishments have a greater focus on mental health which is supported by cluster counselling and school-based nurture groups and monthly reviews with CIIL are almost embedded in all schools, enabling early identification of need and coordinated interventions.

Adult-led check-ins are present in most schools which supports strong relationships, early intervention and informed planning.

Next Steps: (What are we going to do now?)

- Ensure consistent implementation and refresh modules across all establishments and continue collaborative review through Cluster HT and PFCWB meetings.
- Continue to develop more detailed discussions to support planning for CE learners.

Cluster Priority 2 (Long Term Outcome): Embedding LGBT into the curriculum as agreed by SCES.

(Please insert the relevant information below)

NIF Priority:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children's and young people's health and wellbeing;

NIF Driver:

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement

	6. Performance Information
<p>NLC Priority:</p> <p>1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p> <p>2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p> <p>5. Vulnerable Groups-Improved outcomes for vulnerable groups.</p>	<p>QI:</p> <p>1.2 Leadership of learning 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
<p><u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u></p>	
<p>RATIONALE:</p> <p>Incorporating LGBT education within Catholic schools fosters a safe and inclusive environment, reflecting Catholic values of compassion and respect. This initiative addresses bullying and discrimination, ensuring every child/young person/key person, including those identifying as LGBT, feels valued and supported.</p> <p>Aligning LGBT education with SCES guidelines ensures age-appropriate content consistent with Catholic teachings, emphasising human dignity and respect for all individuals. This approach promotes understanding, reduces stigma, and prepares student to engage thoughtfully with diverse perspectives.</p> <p>Moreover, addressing contemporary issues through accurate information equips students to navigate societal complexities. Supporting mental health and wellbeing is paramount, and inclusive education reduces stigma, fostering a culture of acceptance and understanding.</p> <p>This plan underscores the commitment to creating respectful, inclusive school environments, balancing Catholic teachings with the need to support all students. By integrating LGBT education, Catholic schools can uphold their mission of compassion, respect and holistic development, ensuring a supportive future for every child/young person.</p>	
<p>OUTCOMES:</p>	
<p>EXPECTED IMPACT:</p>	
<p><u>Summary of Progress and Impact:</u> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <p>This cluster priority has not been implemented as the LGBT programme of work has not yet been approved by SCES to be able to teach within Catholic schools.</p>	
<p><u>Next Steps:</u> (What are we going to do now?)</p> <p>This will be ongoing and the Cluster will begin working towards this priority as and when it is approved.</p>	

Cluster Priority 3 (Long Term Outcome): Improving Attendance to impact on attainment and achievement.	
(Please insert the relevant information below)	
NIF Priority: 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people's health and wellbeing;	NIF Driver: 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement

6. Performance Information	
<p>NLC Priority:</p> <p>1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p> <p>2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p> <p>5. Vulnerable Groups-Improved outcomes for vulnerable groups.</p>	<p>QI:</p> <p>1.2 Leadership of learning 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
<p><u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u></p>	
<p>RATIONALE:</p> <p>Improving attendance is crucial for children and young people's success. Consistent attendance fosters academic achievement, social development, and overall well-being. Addressing barriers to attendance, such as health issues, family circumstances, or disengagement, ensures every child/young person has the opportunity to thrive. Implementing a cluster-wide improvement plan promotes consistency and support across schools, leveraging shared resources and strategies. This collaborative approach enhances early intervention, encourages parent's involvement, and cultivates a culture of accountability and commitment. By prioritising attendance, we invest in our students/ futures, ensuring they receive the education and support necessary for lifelong success.</p>	
<p>OUTCOMES:</p> <p>By June 2025, improve attendance of an identified group of children across the cluster whose low attendance rate is directly impacting on attainment</p>	
<p>EXPECTED IMPACT:</p> <p>Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <p>Cluster attendance from August 2023 – May 2024 was 88.6% and this has increased to 89.4%, which is an overall increase of 0.8%.</p> <p>St Margaret's High School attendance has increased from 85.3% to 86.4%, an overall increase by 1.2% this session. Attendance increased at almost all stages with the greatest increase in S6 by 3.9%, followed by S3 by 2.7%. Within the 12-month period S2 attendance dropped slightly by 0.4% and S5 saw a decrease of 1.7%.</p> <p>Almost all primary schools within the cluster have increased in attendance with St Dominics Primary having a 2.1% increase from 91.7% to 93.7%.</p> <p>St Serfs Primary School saw an increase of 1.9% which took attendance levels above the school's target of 87% this session.</p> <p>CIIL and SLT members have worked together to analyse data for those under 75% and finding out the underlying reasons for this – anxiety is one of the main factors when dealing with children not in school.</p> <p>Monthly meetings with HT/DHT and CIIL have highlighted specific cases where non-attendance is an issue. These meetings allow us to discuss what has already been put in place and know the challenges before devising a further support plan to get the children/young people back into school. The FESA continues to engage with families where attendance is a concern and direct families to suitable support.</p> <p>Most schools have an allocated member of SLT to track attendance on a monthly basis. They are following processes from phone calls, letters and meetings to encourage parents/carers to get non attenders back into school.</p> <p>The families that the FESA has engaged with this session has seen an overall attendance increase of 65.38% with only one young person maintaining their attendance due to lack of engagement from the family.</p>	

Attendance figures may have been impacted by ongoing discussions on attendance codes for SEEMIS. These have been discussed at monthly meetings with HT/DHTs. Professional dialogue will continue to improve the use of the codes in accurately reflecting attendance and how best to support children/young people and their families.

Next Steps: (What are we going to do now?)

- Develop reporting between the FESA and schools for maximum impact
- Identify partner agencies who could support further with non-engaging families where attendance is a concern, especially where mental health is a challenge.

Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2025)

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To improve pupil engagement and wellbeing by delivering a more child-centred and inclusive curriculum. By end of a three-year cycle, all pupils in P1-P3 will enjoy a rich play-based curriculum with a balance of teacher-led, teacher initiated and pupil led-learning. Beyond P3, all pupils will enjoy increased opportunity to lead their own learning, using an enquiry-based approach.
Person(s) Responsible Who will be leading the improvement?	All Staff

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

NIF Priority: 1, 2, 3, 4,	NIF Driver: 1,2,4,
NLC Priority: 1,2,3,4	QI: 1.2, 2.2, 2.3, 3.1, 3.2, 3.3
PEF Intervention: 1,2,5,6,8,11	Developing in Faith/UNCRC: 3, 29, 31

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

RATIONALE (WHY?)

The school is in an area of high deprivation according to The Scottish Index of Multiple Deprivation with 53% of learners living within SIMD 1 and 2. 27% of learners are entitled to PEF and 58% of learners are deemed to have additional support needs. Overate7 highlighted that there was a need to increase opportunities for pupils to lead their own learning and develop meta-skills appropriate to their age and stage of development. Last session, the P1-P3 environment was transformed to facilitate a play-based approach and a play-pedagogy was introduced. This improvement priority is driven by the recommendations of the OECD Scotland's Curriculum for Excellence: Into the Future and Ken Muir's Putting Learners at the Centre.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

How are we doing? Actions taken?	How do we know?	What was the impact?
Play based curriculum has increased attendance in line with or above national average in P1-4.	Attendance data – pre & post intervention (see p.3 of AIR). Improvement at all stages from 2023-2024 data except P6/7.	Increased learner engagement and improved inclusive practice.
Investment in outdoor play resources to enhance the play-based provision	Leuven scale observations of pupils in setting	Improved wellbeing. Increased and enriched opportunities to develop meta-skills. Inclusion of pupils demonstrating dysregulated behaviours.
Increase staff confidence in delivering a play-based curriculum. – peer observations, Carolside visit, engagement with play working party.	Staff consultation surveys	Data from survey
Development of the Snuggle sensory room to support dysregulated children	Tracked instances of dysregulated behaviours of eight targeted children.	The majority of tracked pupils are engaging more confidently in class activities following planned timetabled sessions in the snuggle forest. Children are staying in their class for more sustained periods.
Visits to other establishment (Carolside Primary) to develop staff confidence in play/enquiry approaches.	Staff feedback highlighted that all staff found this visit inspiring and clarified the methodology of these approaches.	Class observations of all enquiry based IDL lessons showed increased pupil engagement and motivation of almost all learners.
P1-P3 staff and PT instrumental in NLC play pedagogy working party.	Attendance at meetings.	Input informed the development of NLC self-evaluation play resources and pedagogical approach.

Self- Evaluation of play environment using NLC self-evaluation resource highlights		
SLT observations of learning and teaching as well as pupil consultation highlights increasing opportunities for children to lead their own learning and	Pupil consultation feedback. SLT lesson observations	Children a Class observations of all enquiry based IDL lessons showed increased

Next Steps: (What are we going to do now?)

- Audit the play environment for supporting pupils with additional support needs.
- Build capacity of teachers and support staff to meet the needs of all learners, particularly those with additional support needs through CLPL and establishing links with ASN establishments to share good practice.
- Revist the circle framework as a tool for supporting all learners but particularly those with additional support needs.
- Continue to build teacher capacity to plan, implement and assess rich learning experiences through a play and enquiry approach.
- Continue to develop our approach to enquiry-based learning, ensuring contexts are relevant and motivating for learners.
- Develop greater consistency in LT&A and delivery of high-quality learning experiences for all children.

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Nursery focus: *By the end of session 2024/25 our new team will have agreed and developed a shared vision for our setting which will ensure that high quality learning through play is the central focus to our team building and improvement planning.
Person(s) Responsible Who will be leading the improvement?	G Wardope PT, E McKinley Lead, A Harrison, E Parzewska, Mrs King, Mrs Abercrombie, Mrs Kennedy , K Rideout, J Timmons, L Liddell and N

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

NIF Priority: 1,2,5	NIF Driver: 1,3,5
NLC Priority: 1	QI: 1.1,1.3, 1.4 2.3
PEF Intervention: 2,5	Developing in Faith/UNCRC:

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

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

The nursery has recruited four new practitioners to replace NL9 staff who are leaving at the end of June. We are also increasing our capacity from a 32 nursery to a 48 nursery therefor our focus will be on building a team that can share their skills, knowledge and experiences to ensure high quality experiences for our children.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)		
How Are We Doing?	How Do We Know?	What is the Impact?
All staff feel valued members of our team and have worked well together to improve our setting.	Anonymous survey of staff wellbeing carried out in October highlighted some teething problems and the need to clarify roles of different staff members. This led to a staff discussion and resolution of issues arising. Staff survey repeated in May indicated all staff were happier and more confident in their roles.	More unified and supportive staff team has been fundamental in enabling staff to manage and overcome challenges and ensuring a calm and purposeful learning environment for children.
All children's wellbeing is promoted and developed by a staff team who understand their statutory roles and responsibilities and are committed to their own professional development to improve outcomes for children (August 2024). All staff SSSC registered. All staff trained in Solihull All staff completed mandatory training All staff are aware of GIRFEC staged intervention and have had an input on individuals GIRFMe plans. Key Workers track individuals and share information with SLT for tracking and monitoring.	Staff training audit GIRFMe Plans Tracking and monitoring information Observations of staff interactions	Observations of interactions between staff and children child centred and nurturing. Tracking and monitoring of children shows staff have a good awareness of the strengths and developmental needs of individual children and PLP targets are set to Individualised targets allow child centred approach Children with additional support needs are well supported
By June 2025 almost all children will feel safe, happy and confident in the nursery. Most children feel happy, safe and confident. A quiet sensory area has been created in the corridor to support calm, co/self-regulation of overwhelmed children.	Observations of children. SLT Floor observations Learning journals PLP target setting Feedback from parents Observations of children	The increased intake from 32 in 2023-24 to 48 in 2024-25 has impacted on the learning environment. This busier environment has been unsettling for some children – particularly in colder weather when outdoors is less popular. A significant minority of children are often unsettled in the nursery and can engage in undesirable behaviours. This can impact negatively on the learning environment for other children. This area has supported children well with emotional regulation, particularly for learners with ASN.
Next Steps: (What are we going to do now?)		
<ul style="list-style-type: none"> Agreed reduction in numbers from 48 to 34 will support a calmer and more purposeful learning environment. Review lunchtime arrangements and consult with catering staff again to promote more consistent nutritious and nurturing mealtimes Develop staff confidence in the use of digital planning using NLC progression pathways. 		

- Use environmental audit tools to ensure a high-quality environment with rich opportunities for the development of literacy and numeracy through play.
- To familiarise all ELC staff with the new self-evaluation framework and to use this to support rigorous self-evaluation.

Section 4: Key strengths/successes linked to Quality Indicators

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority:		
NIF Driver: 1,2,3,5		
UNCRC:		
RECR (if appropriate): 6		
Linked SIP/PEF Priority (if applicable): School Priority 1		
How well are you doing? What's working well for your learners?		
Theme 1 – Vision Values and Aims		
<ul style="list-style-type: none">• Consultation with staff and parents and pupils has led to refreshed vision, values and aims.• Staff have analysed context of school when shaping school vision.• Pupils and staff are familiar with new school values and use these to reinforce positive school ethos.		
Theme 2 Strategic Planning for Continuous Improvement		
<ul style="list-style-type: none">• School staff and where appropriate, support staff, regularly contribute to self-evaluation processes, which inform school improvement planning.• Proposed school improvement changes reflect the context and needs of the school and align with vision and values.• 		
Theme 3 – Implementing Improvement and Change		
<ul style="list-style-type: none">• P1-3 staff involved in NLC Play Pedagogy working party, leading their learning beyond the school.• P4 and P5 teachers engaging in CLPL around inclusion and management of dysregulated behaviours. This will be cascaded to teaching and support staff.• All staff attended CLPL session at Carolside Primary school about play and enquiry-based learning• All classes incorporating and tracking meta-skills into their programmes of study to promote Development of Scotland's Young Workforce. Pupil launch video recognised and used by Skills Development Scotland.• Engaging in NLC project in collaboration with Skills Development Scotland (SDS), piloting progressive metakills planners.• 		
How do you know? What evidence do you have of positive impact on learners?		
<ul style="list-style-type: none">• Early stages of enquiry-based learning increasing opportunities for children to lead their own learning.• Attendance data for P1-P4, where play and enquiry pedagogy has been an improvement priority shows improvement and above school target P1-92%; P2 – 95%; P2-3- 92%; P4 92% compared to P5 – 90%, P6 – 88% and P7 – 85% suggesting this pedagogy is more engaging for learners.• Quality of teaching has improved in P1-P4. Teachers can quickly identify pupil needs/challenges and adapt teaching to suit.		

- Level of pupil participation and contribution during teaching process in P1-4 has improved with most learners engaging in teacher explicit learning.
- Teacher observations show that almost all pupils are more engaged with activities, as play based learning focuses on pupils' interests that are meaningful to them.
- Pupil survey carried out in December 2024 indicates that almost all pupils are happier learning within a play-based classroom.

What are you going to do now? What are your improvement priorities in this area?

- Improved approaches to parent consultation to reach a wider body (currently only 18% of families responded to consultation in October however in May increased to 53%)
- More systematic approach to learning walks/lesson observations, incorporating opportunities for peer evaluation.
- 'Prune' current practices to develop more focused approach to school improvement and build capacity for change.
- 1-1 Meetings with all teaching staff to identify opportunities to lead learning in and beyond the classroom in line with improvement priorities.
- Develop a more collective responsibility for delivery of school improvement priorities.
- Increase opportunities for peer collaboration and practitioner enquiry.
- Adjust classroom environments to support identified pupils with additional support needs

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
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Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority: 1,2,3

NIF Driver: 2,4

UNCRC: 3,28,29,31

RECR (if appropriate): 2,6

Linked SIP/PEF Priority (if applicable): School Priority 1

How well are you doing? What's working well for your learners?

Learning and Engagement

- Whole school ethos centred on children's rights and respects the dignity of each individual child.
- Engagement of most learners has increased in P1-P4, where play and enquiry have been improvement priorities leading to improved attendance.
- [Read Write Inc, and Wave 3 literacy intervention supporting improved attainment of targeted learners](#)
- [Allocated laptops to support targeted pupils in P5-7 with additional support needs to access the curriculum](#)
- Learner participation in wider school life is evidenced through: digital leaders, junior sports leaders, pupil voice group and glee choir.
- Learner's views are valued and sought through pupil surveys and pupil voice groups. SHANARRI survey highlighted that

Quality of Teaching

- All teaching staff and SLT attended high quality CLPL session in Carolside Primary school- attending workshops in play, enquiry and leading complex change respectively.
- Improving capacity of teachers in P1-P3 in delivery of play-based learning
- SLT analysis of learning walks showed that: almost all lessons were enhanced by effective use of ICT; learning intentions were shared with learners in all lessons however in a few lessons these required clarity of focus; in almost all lessons, most learners were engaged in their learning; most lessons offered opportunities for personalisation and choice; evidence of effective questioning was observed in the majority of lessons; all lessons offered pupils the opportunity to collaborate
- Tracking and monitoring meetings show that teachers know their learners well and can identify appropriate interventions to support progress.

Effective Use of Assessment

- Engagement in cluster moderation has supported teachers in making professional ACEL judgements linked to benchmarks.
- A body of evidence is used to make holistic judgements about pupil progress and achievement.
- MALT/SNSA/ PM Benchmarking and YARC summative assessments are used to inform teacher professional judgements.

Planning Tracking and Monitoring

- Use of NLC progressive pathways for maths, literacy, and science, to support consistency of planning linked to CfE.
- Transition meetings to ensure effective communication of curriculum coverage to ensure breadth.
- Improved tracking and monitoring procedure to support identification of attainment gap profiles at all stages. Factors such as SIMD/FSM/attendance/ACE/EAL/Care experience etc are considered against attainment to allow appropriate interventions to be targeted to meet specific needs of learners.
- Termly tracking meetings with HT to discuss the progress of each individual child and identify appropriate interventions and supports where necessary. Captured data used to inform ACEL.

- SLT tracking and monitoring of attendance of 39 targeted pupils has significantly improved outcomes for 33% of these learners, with marginal improvement for further 10%.

How do you know? What evidence do you have of positive impact on learners?

- Improved attendance in P1-P4, where play and enquiry has been an improvement priority.
- Improved attendance of 43% targeted learners through targeted monitoring and tracking, and [universal interventions](#).
- [Pupil Consultation - Play and Enquiry June 2025](#) shows that: almost all learners in P1-3 and most learners in P4-7 think their class is a fun and interesting place to learn; most children felt adults know what they're good at and what they need help with; almost all learners felt that activities helped them to think and ask questions.
- Leuven scale observations show almost all learners are more engaged in their learning in P1-P4 than before the introduction of play/enquiry.
- Teacher judgement of learner progress indicates that combined attainment of P1, P4 and P7 children this session is in line with or slightly below the national average for session 2023/2024
- [Tracking of meta skills shows](#) that most learners are on target in self-management, social intelligence and innovation.
- NLC intervention trackers show that all pupils engaged in RWI intervention have had value added.

What are you going to do now? What are your improvement priorities in this area?

- CLPL for next session to be supported by NLC pedagogy team to support improvement and consistency of standards in LT&A
- Return to in-house moderation trios to improve consistency – lack of resulting in significant changes to staffing.
- Modelled lessons for peer observation- Introducing an enquiry theme; developing pupil led enquiry questions and then using these to plan high quality learning experiences.
- Clarification of the process of enquiry-based learning to support a more pupil led approach to planning.
- Collegiate planning time support consistency of practice and planning for assessment.
- Investment in resources to support enquiry-based learning in P4-7
- Ensure P1-P3 teachers make more use of outdoor learning provision.
- Adapted curriculum and environment to meet the needs of learners with additional support needs in P1-P3.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority: 1,2,3		
NIF Driver: 1,5		
UNCRC: 3 12 13 14 15 16 17 23 28 29 31		
RECR (if appropriate):		
Linked SIP/PEF Priority (if applicable): Attendance/ Keeping the Promise/		
How well are you doing? What's working well for your learners?		
Wellbeing <ul style="list-style-type: none">3 members of SLT trained to use Outcome Star as a tool for measuring wellbeing.Most staff trained in nurture principles and apply this approach in all interactions.Almost all staff trained in Solihull ApproachAll teaching staff know and understand wellbeing indicators and use these in GIRFEC planning.Most (82%) of P4-7 learners surveyed reported that they feel positive about their class.The majority (72%) of P4-P7 learners surveyed reported that they feel motivated to learn in school.Most (75%) of P4-P7 learners surveyed reported that they are sure staff care for them and want to help them to learn.Most (82%) of learners reported feeling comfortable asking their teacher for help.Leuven Scale observations of P1-P3 pupils indicate increased learner engagement and wellbeing for almost all learners.Almost all learners surveyed reported that they have opportunities to share their feelings in school and feel comfortable asking for support.Provision of Teentalks counsellor for pupils aged 10 and aboveStaff member trained in LIAM. Successful impact on one learner and currently supporting 2 others.Work towards Rights Respecting Schools silver awardCurriculum consultation responses highlighted strengths in positive and nurturing relationships and inclusive approaches to learning and teachingUse of senior playground leaders trained by Active Schools Co-ordinator to deliver playground activities to younger children		
Fulfilment of Statutory Duties <ul style="list-style-type: none">All SLT trained in NLC refreshed GIRFEC pathwayAll staff attended Child Protection INSET TrainingActing HT attended 3 full day CLPL on Child Protection and shared with SLTWellbeing assessment of care experienced learners annually, andWe are a We Promise awarded school – ensuring theSLT making use of Wellbeing Application to record information about vulnerable childrenPT attended chronologies CLPL and shared learning with SLTNLC transition policy being implemented to support learners requiring enhanced transition		
Inclusion and Equality <ul style="list-style-type: none">Effective use of cluster planning for well-being meetings to support all vulnerable learnersReferrals made to We Aspire to support disenfranchised learnersUniversal promotion and awareness raising of the importance of good attendance via information videoTargeted attendance tracking by SLTDevelopment of a sensory room to support learners experiencing emotional dysregulationWorking to develop more inclusive play and enquiry-based curriculum to enable all learners to access the curriculum and experience successINSET input on Circle framework to promote inclusive practice.Provision of after school clubs, tracking learner participation and prioritising children with no external provision.Effective and robust monitoring and tracking, considering gaps in SIMD/Gender/EAL/ACE/Care ExperienceTimeous referrals to external partner organisations e.g One Parent Family Scotland; Carers Together; Teentalks; Miracle Foundation; CL&D to support learners and their families.School assemblies planned to explore and celebrate diversity.		

- Cost of the school day policy ensuring school trips capped at £5
- Enriched opportunities for learning by guaranteeing at least 2 school trips per year.
- Swimming lessons paid via PEF for P5
- Bespoke timetables to support dysregulated learners.

How do you know? What evidence do you have of positive impact on learners?

- [Triangulated Curriculum Consultation Responses 2024-25.docx](#)
- [P4-P7 SHANARRI Survey Resultss](#)
- [P4-7 SHANARRI Survey Results - June 2025](#)
- [Parent HGIOS Consultation](#)
- Leuven scale observations of P1-P3 learners during play
- Outcome star measures of impact of interventions
- NLC tracking of interventions

What are you going to do now? What are your improvement priorities in this area?

- Ensure Solihull CLPL is extended to all new staff
- Strengthen learner participation through pupil voice group and pupil led curriculum to support engagement and wellbeing
- Extend the use of Leuven scale pupil observations to measure and evaluate the impact of play/enquiry learning on pupil engagement and wellbeing.
- Consult with learners to improve playground provision and promote wellbeing
- Make use of Education Scotland Attendance Toolkit resource to improve school attendance
- Consult with CILL to evaluate and improve the impact of FESA within the cluster
- Increased parent partnership opportunities to support improved attendance

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
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Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority:1,2,3,4

NIF Driver:3,4

UNCRC:

RECR (if appropriate):

Linked SIP/PEF Priority (if applicable):

How well are you doing? What's working well for your learners?

Attainment in Literacy and Numeracy

- Consistent use of progressive NLC planners for literacy and numeracy across the school.
- Use of PEF funding to enable PTs to deliver targeted interventions – Read Write Inc, Wave 3 and to support the development of play pedagogy in P1-3
- Effective assessment pre and post intervention to measure impact.
- Effective tracking recording of pupil interventions using the NLC Literacy Record of Support
- Investment in laptops/ipads to support learners with additional support needs to access curriculum and to enhance learning.
- Cluster moderation to develop greater consistency and improve teacher judgement of ACEL.
- CPA approach embedded across the curriculum to support attainment in mathematics having a positive impact – see ACEL data.
-

Attainment Over Time

- [Robust tracking and monitoring system to track pupil progress.](#)
- [Tracking of year group attainment over time to analyse trends and catalysts for change](#)
- Termly tracking and monitoring meetings to discuss pupil progress, barriers to attainment and possible targeted interventions.
- Tracking and monitoring system captures data that will impact on attainment – improving targeting of support.
- SLT track attendance monthly and check in with families where attendance is a barrier to pupil progress – offering advice and support. Engagement with FESA to support families with stubborn and entrenched attendance patterns.
- Effective use of standardised assessments – MALT/SNSA/YARC to measure pupil attainment and attainment over time.
-

Overall Quality of Learners Achievements

- Recognition of pupil success through achiever assemblies/ meta-skills masters awards/ golden gab with staff.
- Participation and achievement in NL Active sports events – dance competitions/football festivals/ cross country/ netball tournaments.
- Participation in cluster Knex challenge
- Participation and achievement in Glee west of Scotland competition
- Opportunities to contribute pupil voice through - Pupil Voice Group/ Digital Leaders/ Sports Council
- Variety of out of school hours opportunities for all stages.
- Tracking of pupil participation in clubs to target those at risk of missing out.

Equity for All Learners

- Embedded cost of the school day policy
- SLT, teaching and support staff know families well and are sensitive to the needs of pupils that cause disadvantage.
- Close partnerships with third sector organisations to offer targeted support to families experiencing difficulty and or hardship – e.g. Carers Together, Circle, FHAN, One Parent Family Scotland, SVDP, Tacking Poverty Team, Woman's Aid, Hope for Autism, Achieve more Scotland
- Tracking and monitoring of PEF interventions to ensure under privileged families are benefiting from PEF interventions.
- Implementation of play pedagogy in P1-P3 has developed a more inclusive and child centred approach to meet the needs of all learners.
- Investment in resources to support outdoor learning and play in P1-P3 to support all pupils but particularly those who struggle with emotional regulation.
- Development of a soft-start, quiet sensory room and another, where learners can work with ASNA support to manage emotional regulation.

How do you know? What evidence do you have of positive impact on learners?

- [Please click here to see an analysis of attainment over time at P1, P4 and P7 and combined.](#)
- [HGIOS Parent Feedback data](#) shows: all respondents of children who received a learning/wellbeing intervention by PTs found this to be extremely helpful or helpful; all respondents felt that the £5 cap on trips was affordable for parents and that they were given enough time to plan for these; all respondents who had been referred to a partner support service found this to be very helpful; almost all parents who had approached the school regarding a concern they had felt the school took their concerns seriously and took appropriate action; almost all parents felt comfortable approaching school staff about concerns.

What are you going to do now? What are your improvement priorities in this area?

- Consultation of all stakeholders at three points per year to evaluate each QI.
- More systematic approaches to gathering the views of learners about interventions and supports.
- Wider pupil consultation about opportunities for OOSHL clubs next session.
- Consultation with parents and carers to review cost of school day policy. Refreshed presentation to improve accessibility for all families.
- Continue to adapt approaches to learning and teaching – particularly in P1-3 – to support children struggling with emotional regulation.
- Targeted intervention session for pupils in next years' P6 and P7, where poor attendance is presenting a barrier to progress.

Section 5: NIF Quality Indicators: Summary (Submission June 2025)

This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use, or record this information via the GLOW form only.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Priorities for Improvement 2025-26 Nursery

Priority	Inputs	Matrix
QI – Children Play and Learn By June 2026, improved opportunities for all children to make good progress in literacy and numeracy, appropriate to their needs and abilities.	<ul style="list-style-type: none"> To use NLC progressive planners to inform planning of rich learning experiences. Peer observation – P1/ Nursery – between ELC establishments CLPL on accessing and planning using progression pathway planners. 	<ul style="list-style-type: none"> Recorded observations of learners. Learning journals Assessment and tracking data Evidence of responsive planning. Improved outcomes for almost all children
QI – Children Thrive in Quality Spaces By Dec 2025 all learners benefit from a high quality learning environment that reflects best national practice.	<ul style="list-style-type: none"> Introduce environmental audit tools for literacy and numeracy to be carried out termly. Ensure all staff trained in developing curious spaces. Collegiate planning meetings following audit. 	<ul style="list-style-type: none"> Triangulated evidence from parents/staff/learners about the quality of the learning environment. Completed audit documents
QI – Children are supported to Achieve To ensure almost all staff have a good understanding of staged intervention processes and can use them consistently to meet the needs of all learners.	<ul style="list-style-type: none"> CLPL to review GIRFEC framework and staged intervention processes. CLPL – GIRFMe Planning - INSET 	<ul style="list-style-type: none"> GIRFMe plans will
QI – Children are Supported to Achieve By October 2025 – To ensure all children benefit from a consistent, nutritious and nurturing mealtime, supported by positive adult interactions.	<ul style="list-style-type: none"> Repeated consultation with catering staff to implement 'Loving Lunches' within the nursery playroom. 	<ul style="list-style-type: none"> Observations of pupil wellbeing during mealtimes
QI – Leadership By June 2026, all staff will have engaged in rigorous self-evaluation using the new framework for improvement for ELC settings.	<ul style="list-style-type: none"> INSET sessions to focus different QI challenge questions. 	<ul style="list-style-type: none"> Completed self evaluation data. Consultation with stake-holders to inform self-evaluation. Summarised data shared with stakeholders following each QI.

Priorities for Improvement 2025-26 School

Priority	Inputs	Matrix
By June 2026, there will be improved consistency of practice in Learning, Teaching and Assessment across the curriculum.	<ul style="list-style-type: none"> Quality assurance calander Focused learnig walks Peer/Trio observations Collegiate planning time. CLPL – LT&A – Teaching Sprints Practitioner enquiry projects Individual and collated Self-evaluation of practice using moderation cycle. Wee HGIOS toolkit to support pupil voice OR YOUNG Leaders of Learning. 	<ul style="list-style-type: none"> Individual and collated learning walk feedback evidence. Peer assessment evidence. Practitioner Enquiry projects Parent self-evaluation feedback HGIOS QI 2.3
By June 2026, almost staff will have improved capacity to support the needs of all learners within their classroom.	<ul style="list-style-type: none"> CLPL – TEACCH approach to supporting children with ASD CLPL – Supporting learners with PDA PRD meetings 	<ul style="list-style-type: none"> Staff confidence surveys Reduced recorded violent incident on CIRIS Leuven scale observations
By June 2026, whole school attendance data will improve to at least 90%.	<ul style="list-style-type: none"> Pupil group attendance meetings. Group sessions identifying push/pull factors. Analysis of impact of themed days etc on attendance and measures taken responsively (using new dashboard) Meeting with targeted pupils and parents. Weekly updates and celebration of success. 	<ul style="list-style-type: none"> Improved attendance for targeted pupils. Use Glasgow wellbeing scale to measure wellbeing pre/post intervention.
By Dec 2025, there will be a measured improvement in attendance of a group of P5 and P6 learners where low attendance is impacting on attainment.		

Appendix 1

SCHOOL BASED COUNSELLING MONITORING FORM (One submission per cluster)

(Submission Dates: Dates: 4th October, 6th December, 21st March and 13th June 2025.)

THIS SECTION SHOULD **ONLY** BE SUBMITTED BY THE CLUSTER CHAIR/SECONDARY HEAD TEACHER ON BEHALF OF THEIR CLUSTER. **ONE** COPY OF THIS FORM SHOULD BE SUBMITTED, IN LINE WITH AIR SUBMISSION DATES – **4th October, 6th December, 21st March and 13th June 2025.**)
 TO THE QISSIP-SIR@northlan.gov.uk MAILBOX. Please also copy Merle Lang langmerle@northlan.gov.uk into your return.

THESE SUBMISSION WILL SUPPORT FINANCIAL PLANNING AND FACILITATE GOOD PRACTICE FOR AUDITING PURPOSES. SUBMISSIONS WILL ALSO ALLOW FOR TARGETED SUPPORT TO ENSURE EQUITABLE CLUSTER PLANNING AND PROVIDE A VEHICLE FOR COLLECTING OBSERVATIONAL EVIDENCE OF THE IMPACT OF THE SERVICE. (AN EXEMPLAR OF THIS FORM IS AVAILABLE ON THE HEAD TEACHER SHAREPOINT.)

Cluster Name:

Counselling in Schools Monitoring Sheet Session: 2024-25

Term _____ Submission Date _____

Financial Summary

2023-24 SG Funded Allocation	£ _____
Projected spend	£ _____
Fund Balance	£ _____

Provider	Start date	End date	Number of days per week	Total Cost	Notes
TOTAL				£	
BALANCE				£	

INTERVENTION SUMMARY

INTERVENTION	IMPACT (Please include the following: planning, distribution throughout cluster, impact to date (initial observations & assessments))	SUMMARY

Current Legered spend	£
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Completed by	
Date	

Appendix 2

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGOS4 and HGIOELC:

UNCRC	HGOS 4 & HGIOELC	National Improvement Framework: priorities and drivers
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	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 Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people

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	<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 <u>high quality</u> 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 	5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers <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
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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> <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 5. Serving the common good.
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