



***Driving Equity and Excellence***

## **Improvement Action Plans**

### **Session 2025-26**

<b>School:</b>	St Michael's Primary and Nursery
<b>Cluster:</b>	St Maurice's Cluster
<b>Head Teacher:</b>	Mrs Karen Greechan

<b>Improvement Plan Summary</b>	
<b>School Priority 1:</b>	We will ensure that high quality learning experiences are available for all children through the development of Play Pedagogy and Numeracy. Learning will be motivating and meaningful maximising opportunities for success for all learners.
<b>School Priority 2:</b>	We will provide opportunity for children to develop their skills for learning, life and work and their knowledge of the Rights of the Child. We will provide children with opportunities to use their skills in a range of contexts. Children will understand the role they play and the importance of developing these skills for their future lives.
<b>School Priority 3:</b>	We will track individuals, cohorts, and those facing additional challenges across all curricular areas. As a result, our processes will allow us to monitor and track children's progress across all curricular areas and wider achievements.
<b>Nursery Class Priority:</b>	To establish a robust planning process that ensures observation, interpretation, and documentation support staff in planning challenging experiences that meet children's wellbeing and learning needs while considering the broader nursery environment.

## Education and Families Priorities



## School Vision and Values

St. Michael's Primary is a Catholic school in which all the pupils are made aware of their Christian responsibilities to each other and to the larger community. Our aim is to establish and foster a community of faith and learning in an environment characterised by mutual respect and gospel values with a focus on the five core values of Resilience, Success, Faith, Kindness and Respect agreed by pupils, parents and staff.

## 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)

- Pupil and regular parental involvement in at Smart Pupil Council, Digital Leaders Groups, Reading Ambassadors and Young STEM leaders.
- Regular parental curricular, Sacramental workshops and Open Afternoons
- Regular Consultation with Parent Council
- Parental questionnaires issued at Parents Nights – twice in the year.
- Sharing the learning events



## 2025-26 Improvement Plan

<b>Priority 1: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?		<b>We will ensure that high quality learning experiences are available for all children through the development of Play Pedagogy and Numeracy. Learning will be motivating and meaningful, maximising opportunities for success for all learners.</b>
Person(s) Responsible Who will be leading the improvement?		<b>Karen Greechan – HT, Niki Di Mascio – DHT, Mhairi Stevenson &amp; Nicola Devlin – Play Pedagogy, Infant staff, Domenica Piraino – Numeracy, Upper school staff/working party</b>

(Please insert the relevant information below using the codes above)				
<b>NIF Priority: 1, 2, 5</b>		<b>NIF Driver: 1, 2, 4, 5</b>		
<b>NLC Priority: 1, 2,</b>		<b>QI: 2.2, 2.3, 3.2</b>		
<b>PEF Intervention: 4, 5, 7, 12</b>		<b>Developing in Faith/UNCRC: 2, Article 13, 28, 29, 31</b>		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this? <ol style="list-style-type: none"> <li>Over the previous academic year, we have been recognised as a model of good practice in play pedagogy within NLC, West Partnership and at National Level. As such, we will now extend this approach, ensuring consistency across Primary 1 and 2 and developing play pedagogy fully in Primary 3 and certain aspects of play-based pedagogy in Primary 4. We have invested in upskilling two staff members at authority level and will disseminate their skills and knowledge to deliver a teaching approach that successfully integrates play experiences with high quality learning.</li> <li>We have identified that a more consistent approach to Numeracy and Maths is required to ensure we are meeting all learners needs. Children will benefit from frequent revision of concepts to enhance confidence and success across numeracy. Learning experiences will build conceptual understanding and foster mental agility. Numeracy pedagogy will form a balance of hands-on activities, opportunities for collaboration and individual practice real-world applications.</li> </ol>				
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b> <ul style="list-style-type: none"> <li>Probationer teacher – mentor out of class more to model, deliver and support play across the infants.</li> <li>Numeracy Coach</li> <li>Improving Our Classrooms Training</li> <li>Realising the Ambition: Being Me</li> </ul>				
<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>
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)		
<b>All infant learners will engage with high quality play pedagogy with a consistent approach to their</b>	<ul style="list-style-type: none"> <li>MS to demonstrate good practice across P1-4</li> <li>MS to ensure that all staff are utilising support documents which enhance</li> </ul>	<ul style="list-style-type: none"> <li><b>Robust arrangements for sharing good practice will ensure high quality</b></li> </ul>		

<b>experiences, interactions, and spaces.</b>	<p>Metaskills and Higher Order Thinking Skills (HOTS)</p> <ul style="list-style-type: none"> <li>• The Play Policy that has been created with LA input will be implemented across all infant classes</li> <li>• All children will be supported and challenged in their learning through a play-based approach</li> <li>• Teaching staff will engage in CLPL with a focus on IOC</li> <li>• MS and ND will continue to share and research good practice with other schools at LA and National level</li> </ul>	<p><b>experiences for all learners</b></p> <ul style="list-style-type: none"> <li>• <b>Progress will be tracked through individual standardised assessments including PIPS, SNSA and ACEL data</b></li> <li>• <b>Progress will also be continually assessed through use of formative assessment including pupil voice and pupil self-assessment</b></li> <li>• <b>Through continual high-quality provision, those who need support or challenge will be afforded opportunities to engage in an inclusive model through open ended activities.</b></li> </ul>		
<b>All learners from P1-7 will have improved outcomes in their maths and numeracy through the implementation of a high-quality approach in delivery of numeracy lessons.</b>	<ul style="list-style-type: none"> <li>• Numeracy Coach will team teach to ensure LA guidance and support is delivered across stages and levels.</li> <li>• A working party will focus on aligning best practice pedagogy utilising established routines/methods</li> <li>• Progressive planning and effective learning and teaching will seek to improve learning experiences for all learners</li> <li>• All school staff (P1-7) will consider the appropriateness and impact of numeracy interventions</li> <li>• All staff will implement strategies identified through</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staff will feel confident in their delivery of maths and numeracy through support provided, evidenced through peer visits and observed lessons</b></li> <li>• <b>Staff will be directed to appropriate, relevant CLPL where required or necessary</b></li> <li>• <b>Minutes of working party minutes charting progress</b></li> <li>• <b>Self-evaluation procedures will monitor the</b></li> </ul>		

	<p>recent Dyscalculia training for the benefit of all</p> <ul style="list-style-type: none"><li>• All maths/numeracy resources will be audited, and new resources purchased and organised where necessary</li></ul>	<p><b>effectiveness of learning and teaching across P4-7</b></p> <ul style="list-style-type: none"><li>• <b>Summative and formative assessment procedures will provide data on the impact of the numeracy pedagogy</b></li><li>• <b>Data will measure the effectiveness of numeracy interventions and challenge activities</b></li><li>• <b>Staff will be supported through, T&amp;L visits, peer visits and moderation activities</b></li></ul>		
<b>Final evaluation (for submission):</b>				

Priority 2 Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		We will provide opportunity for children to develop their skills for learning, life and work and their knowledge of the Rights of the Child. We will provide children with opportunities to use their skills in a range of contexts. Children will understand the role they play and the importance of developing these skills for their future lives.
Person(s) Responsible Who will be leading the improvement?	Karen Greechan HT, Keri Belam PT, Lisa McNaughton, Nicole Pacitti, Mhairi Stevenson, teachers and support staff.	

(Please insert the relevant information below using the codes above)				
<b>NIF Priority: 4</b>		<b>NIF Driver:1, 3, 5</b>		
<b>NLC Priority: 4</b>		<b>QI: 2.2, 2.7, 3.3</b>		
<b>PEF Intervention: 8, 9, 10</b>		<b>Developing in Faith/UNCRC: 3, 6 Article 12, 42,</b>		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<b>RATIONALE (WHY?)</b> Why have you identified this as priority? What data did you have to support this? <ol style="list-style-type: none"> <li><i>We are continuing our Rights Respecting Schools journey towards Silver Status demonstrating the school's commitment to embedding the UN Convention on the Rights of the Child, creating a positive learning environment where children's rights are respected and valued We recognise that Pupil Voice Opportunities will ultimately empower students to actively participate in shaping their learning experiences, leading to improved academic outcomes, increased engagement, and a stronger sense of belonging within the school community. Through our SMART pupil council children will be provided with further opportunities to contribute to the wider life of the school. We will continue to promote our school values to scaffold a positive school ethos.</i></li> <li><i>We recognise that our learners require opportunities to be prepared for the world of work and that the skills they acquire through learning experiences will connect them more directly to employment. (DYW). We will ensure that Metaskills are fully incorporated within all classrooms as they provide the key to unlock the acquisition of transferable and technical skills.</i></li> </ol>				
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b> <b>Education Scotland</b> <b>Skills Development Scotland</b> <b>Rights Respecting Schools Award (UNCRC)</b> <b>Metaskills Progression Framework</b> <b>Virtual Classroom</b>				
<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>
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)		
<b>SMART Pupil Council will be established, and all children will contribute to the life and decision</b>	<ul style="list-style-type: none"> <li>SMART Pupil Council will use the framework 'How Good is OUR School' to identify areas that require development.</li> </ul>	<ul style="list-style-type: none"> <li><b>Weekly Meeting with SMART Pupil Council and minutes</b></li> <li><b>Gather evidence to support application</b></li> </ul>		

<b>making within the school. This will support our journey to achieve our Silver RRS Award.</b>	<ul style="list-style-type: none"> <li>• All pupils will be consulted on decisions impacting school life, through SMART Pupil council, digital ambassadors, STEM leaders and Reading Ambassadors</li> <li>• All children will learn about the Articles in UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Data will be obtained after completion of questionnaire</b></li> <li>• <b>Update Wall displays</b></li> <li>• <b>We will gather evidence and obtain our Silver RRS Award.</b></li> </ul>		
<b>All children will be happy and achieving at school. They will demonstrate their understanding of the school values and the difference that these make to their daily lives.</b>	<ul style="list-style-type: none"> <li>• Update our Promoting Positive Behaviour Policy to incorporate Rights Respecting Language.</li> <li>• Promote Values during assemblies using regular values awards.</li> <li>• Hold Parental Workshop to promote School Values</li> <li>• Hold termly Value Lunch to celebrate the children's successes.</li> <li>• All values will permeate through the wider life of the catholic school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Updated Positive Relationships and Positive Behaviour Policy</b></li> <li>• <b>SMART Pupil Council will present regularly at assembly</b></li> <li>• <b>Parental feedback gathered</b></li> <li>• <b>Update wall displays</b></li> </ul>		
<b>The SMART Pupil Council will work with Stakeholders to enhance their learning experiences and opportunities for pupil voice and leadership.</b>	<ul style="list-style-type: none"> <li>• Further develop our partnership with the Local Coffee House to provide children with work experience opportunities.</li> <li>• Plan and organise a World of Work Workshop</li> <li>• Develop links with local community stakeholders</li> <li>• Continue to promote partnership with the local library</li> <li>• SMART Pupil Council discussions about how to improve our school on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PT will attend Cathedral Primary to observe good practice</b></li> <li>• <b>Gather pupil feedback from all experiences to help develop future links</b></li> <li>• <b>Gather feedback from stakeholders within the community</b></li> <li>• <b>Record SMART Pupil Council Meetings</b></li> </ul>		
<b>Children will have a deep understanding of Meta skills and Higher Order Thinking Skills (HOTS). This will enable them to</b>	<ul style="list-style-type: none"> <li>• MS to ensure that all staff are utilising support documents which enhance Metaskills and Higher Order Thinking Skills (HOTS)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learners' conversations</b></li> <li>• <b>Pupil Self-Assessment</b></li> <li>• <b>Moderation Activities for Staff and Pupils</b></li> </ul>		



know themselves as learners and understand their steps to progress.	<ul style="list-style-type: none"> <li>Skills and HOTS to be regularly promoted at whole school and class level.</li> </ul>	<ul style="list-style-type: none"> <li>Observed Lessons, Peer and Learning and Teaching Visits</li> </ul>		
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?	We will track individuals, cohorts, and those facing additional challenges across all curricular areas. As a result, our processes will allow us to monitor and track children's progress across all curricular areas and wider achievements.
Person(s) Responsible Who will be leading the improvement?	HT, PT and all teaching staff

(Please insert the relevant information below using the codes above)				
NIF Priority: 2 3 4 5		NIF Driver:1 2 4 6		
NLC Priority:1 2 3 4 5		QI:2.3, 3.2		
PEF Intervention:1 2 4		Developing in Faith/UNCRC: Article 28 29 DiF 2		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: CT part funded by PEF to allow PT to have a strategic overview of tracking and monitoring				
<b>RATIONALE (WHY?)</b> Why have you identified this as priority? What data did you have to support this? Current tracking ensures we regularly monitor and evaluate individuals, lower SIMD and year groups progress in literacy and numeracy, (including interventions), and health and wellbeing. Wider achievements are celebrated, and extra-curricular experiences are recorded and opportunities provided where there is a gap. Although effective we wish to improve this to ensure effective tracking of all curricular areas and more rigorous tracking of literacy and numeracy. In doing so we will ensure all pupils reach their potential.				
<b>Resources:</b> 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. In school tracking and monitoring data base NLC Tracking and Monitoring SEEMIS Progress and Achievement and Business Intelligence CT part funded by PEF to allow PT to have a strategic overview of tracking and monitoring				
<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>

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)		
<b>Tracking and monitoring will be used effectively to ensure improved outcomes for all learners, across all curricular areas and wider achievements, including the most deprived and those who are looked after.</b>	<ul style="list-style-type: none"> <li>• Re evaluate as a staff team the effectiveness of current 'in house' tracking and make any appropriate adjustments.</li> <li>• We will further our knowledge of SEEMIS business intelligence, identifying how it can best provide relevant data to help inform self-evaluation and future planning.</li> <li>• We will begin to use the new NLC tracking and monitoring resource to provide further data.</li> <li>• We will investigate robust procedures for tracking all children across all curricular areas through seeking out good practice and adapting to meet the unique needs of our context.</li> <li>• We will ensure we are 'Keeping the Promise' and successfully identifying wider achievements in our tracking and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All teachers will demonstrate well developed data analysis skills in interpreting data – evident at tracking meetings</b></li> <li>• <b>Regular tracking meetings – noted in the school self-evaluation calendar</b></li> <li>• <b>Pupil assessment data – as detailed in the assessment calendar</b></li> <li>• <b>Tracking systems will be updated</b></li> <li>• <b>GIRFMES will be updated according to school set timescales,</b></li> <li>• <b>Wider achievements will be systematically recorded and opportunities for those disadvantaged will be provided and tracked.</b></li> </ul>		
<b>Final evaluation (for submission):</b>				

<b>Nursery Priority : Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?		<b>To establish a robust planning process that ensures observation, interpretation, and documentation support staff in planning challenging experiences that meet children's wellbeing and learning needs while considering the broader nursery environment.</b>
Person(s) Responsible Who will be leading the improvement?	<b>DHT, EY PLs, LELP and all EY Staff</b>	

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

<b>NIF Priority:</b>	<b>NIF Driver: 1, 4, 5</b>
<b>NLC Priority:</b>	<b>QI: 3.1, 3.2, 3.3, 2.1, 4.2, 4.3, 1.1</b>
<b>PEF Intervention:</b>	<b>Developing in Faith/UNCRC: 12, 28, 29, 31</b>
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?

An upcoming nursery refurbishment provides us with an excellent opportunity to develop the nursery environment. The evaluation of the Annual Improvement Plan for 2024/2025 identified several gaps in our planning process. Addressing the gaps will promote the development of our environments, shape experiences, and ensure spaces meet children's needs both responsive and intentional ways. This year we aim to improve, so that all staff can participate in self-evaluation workshops, problems with staffing proved to be a barrier to this in session 24/25.

Most staff indicated the need for developments within specific playroom areas and fixed area responsibilities to be our next steps as part of our improvement journey at St. Michael's Nursery Class. Consultation with parents/carers and pupils further indicated the development of play spaces to be a next step in providing children with a high quality experience.

**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.**

Furniture, play resources, storage.

**Relevant documentation:**

A quality framework for ELC, Realising the Ambition: Being Me, Curriculum for Excellence, Education Scotland: The Moderation Cycle, Setting the Table.

<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>
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's involvement and wellbeing levels will be improved through a whole staff review of the planning and assessment process	<ul style="list-style-type: none"> <li>Playroom walk rounds/ monitoring.</li> <li>All staff will refresh planning to meet the needs of children, ensuring planning is appropriate, accessible and involves the children.</li> <li>Incorporate the NL Progression Pathways into planning and assessment.</li> <li>Rolling Lunches to be established by August 2025 to allow for smoother lunch routines for children and staff.</li> <li>Increase staff confidence in using floor books for focus</li> </ul>	<ul style="list-style-type: none"> <li>Playroom observations using Leuven Scale.</li> <li>Feedback from staff, families, and children.</li> <li>Tracking and monitoring progressive data.</li> <li>Observations and learning evidence (displays, learning walls, photographs, video, etc)</li> <li>Area Evaluation and cleaning records.</li> <li>Meeting minutes and action plans.</li> </ul>		

	<p>interventions by re-introducing the training to all. Increase staff floor book training completion from 29% to 100%.</p>	<ul style="list-style-type: none"> <li>• Floor books.</li> <li>• Working group meetings and development opportunities will continue to promote good team working and better outcomes for all learners.</li> </ul>		
<p><b>Children, staff and parents and carers will work together to refresh the vision, values and aims of the nursery. This shared vision will be based on robust self-evaluation.</b></p>	<ul style="list-style-type: none"> <li>• All staff will have the opportunity to participate in self-evaluation workshops focusing on the new quality framework.</li> <li>• All staff to be given an opportunity to lead change and initiatives – champion roles</li> <li>• Consistent approach to self-evaluation, planned during inset days and regular meetings</li> <li>• Self-evaluation and events calendars will be integral to the development of the nursery.</li> <li>• Area audits and evaluations will be robust and ensure children are integral to decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation documentation.</li> <li>• Meeting minutes</li> <li>• Annual calendars.</li> <li>• Area audit and evaluation documentation.</li> <li>• Observations and learning evidence (displays, learning walls, photographs, video, etc)</li> <li>• Action plans</li> </ul>	•	•
<p><b>Learning environments, indoor and outdoor, will be appropriately challenging leading to high quality learning outcomes for all children</b></p>	<ul style="list-style-type: none"> <li>• Staff to visit other nurseries to develop environments focusing on the development of curiosity, creativity, and loose parts.</li> <li>• Create an area evaluation pro-forma for all staff to complete individually and with pupils for each area. Reflecting on experiences, spaces, and interaction developments</li> <li>• Ensure staff access appropriate training, virtual and person facing.</li> </ul>	<ul style="list-style-type: none"> <li>• Area evaluations and audit documentation.</li> <li>• Cleaning records</li> <li>• Area resource audits</li> <li>• Staff observations</li> <li>• Playroom observations</li> <li>• CPD/Training records</li> </ul>		•

	<ul style="list-style-type: none"> <li>• Collegiately design and regularly implement resource audits and area cleaning routines.</li> </ul>			
<b>Develop 'communication-friendly environments within the establishment to promote the confidence of all children.</b>	<ul style="list-style-type: none"> <li>• Creating cosy quiet spaces that can give children a chance to think and talk together.</li> <li>• Opportunities for structured conversations through group times, circle times and story times.</li> <li>• Minimise background noise to support listening and concentration.</li> <li>• Resources labelled with pictures and words; (Use of <i>widget</i>)</li> <li>• Pictures and/or photographs enabling children to self-register.</li> <li>• Clear and consistent routines.</li> <li>• Range of experiences planned for with children and their interests at the heart.</li> <li>• High ceiling activities that will allow children to achieve</li> <li>• Opportunities for structured conversations through group times, circle times and story times.</li> </ul>	<ul style="list-style-type: none"> <li>• Champion role action plans- specifically literacy champion role.</li> <li>• Three-read, Language land, early literacy group time- floor book and data.</li> <li>• Environment observations.</li> <li>• Routine of the day.</li> <li>• Playroom observations.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Final evaluation (for submission):</b>				

PEF ALLOCATION: £38,880

NORTH LANARKSHIRE COUNCIL  
EDUCATION & FAMILIES  
**EQUITY PLAN 2025-26**



**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
Health and Wellbeing – Support for pupils and families	£10,000	Barnardo's	<p>Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.</p> <p>The school's Barnardo's Support worker provides targeted support for children and families, working in partnership with school to make sure those vulnerable learners are in school on time and able to learn.</p> <p>Support is bespoke and targets the needs of each child in turn. Examples include 1:1 support for parents who have experienced or are experiencing domestic violence, addictions and bereavement.</p> <p>Counselling is also provided to pupils on a 1:1 basis, addressing anxiety, separation, divorce and bereavement and ACE experienced. A parent/carer drop-in service is available on a Wednesday, offering support and a warm space. In addition, we run a parent/baby and toddler group on a Friday morning providing, again, a warm space and opportunity for parents/carers and children to socialise. In addition this service builds positive links with families and children prior to nursery enrolment.</p>	<p>Please indicate what evidence you are going to collect to show impact and progression.</p> <ul style="list-style-type: none"> <li>• Improved attendance figures</li> <li>• Evaluations from parents receiving 1:1 support</li> <li>• Evaluations from identified pupils receiving 1:1 support</li> <li>• Improvements in health and wellbeing in vulnerable learners (tracked using wellbeing app, GIRFMES, Outcome Star and health and wellbeing tracking systems where appropriate)</li> <li>• Improvements in attainment for vulnerable/identified learners, (ACEL, SNSAs, standardised testing)</li> <li>• Attendance and evaluations from parents/carers attending drop in sessions</li> <li>• Attendance and evaluations from parents/carers attending baby and toddler group.</li> </ul>
Raising Attainment in Literacy and Numeracy	£30,000	Support for Learning 0.5 match funded teacher	<p>There is targeted learning support identified throughout the school and school data details each intervention received by a child and the staff member</p>	<ul style="list-style-type: none"> <li>• Improvements in attainment in literacy and numeracy for vulnerable/identified learners,</li> </ul>

		<p>supporting this. In addition to this, each year group has a tracking spreadsheet with the results from standardised tests, their SIMD status, and achievement of a level and highlights interventions/learning support. The tracking spreadsheet allows all staff to see at a glance what the children in SIMD levels 2 or 3 are achieving and if they are in need of any additional support, the support offered and the impact. All data is available on the school tracking system.</p> <p>The literacy support is focusing on reading accuracy, targeting the use of synthetic phonics and using decodable reading materials to support this. This is delivered to both groups and individuals, dependent on the needs of the pupil. Interventions are also short term or ongoing in response to learners needs</p> <p>Numeracy support is targeted at individuals identified through diagnostic assessments and professional discussions. Number Box, Numicon, and more recently Maths Catch Up are in place, as evidence indicates each resource has a positive impact on learning.</p>	<p><b>(ACEL, SNSAs, standardised testing)</b></p> <ul style="list-style-type: none"> <li>• <b>Closing of the poverty related gap – analysed through school data tracking systems</b></li> </ul>
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## 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><b>PEF INTERVENTIONS</b></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><b>EDUCATION AND FAMILIES' PRIORITIES</b></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><b>NIF Priorities</b></p> <ol style="list-style-type: none"> <li>1. Placing the human rights and needs of every child and young person at the centre of education;</li> <li>2. Improvement in children and young people's health and wellbeing;</li> <li>3. Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>4. Improvement in skills and sustained, positive school leaver destinations for all young people ;</li> <li>5. Improvement in attainment, particularly in literacy and numeracy.</li> </ol> <p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>1. School and ELC Leadership</li> <li>2. Teacher and Practitioner Professionalism</li> <li>3. Parent/Carer Involvement and Engagement</li> <li>4. Curriculum and Assessment</li> <li>5. School and ELC Improvement</li> <li>6. Performance Information</li> </ol> <p><b>NIF Outcomes</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap</li> <li>5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs</li> <li>6. Improving relationships and behaviour, and attendance, with increased engagement in learning</li> </ol>



<p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p>	<p><b><u>A QUALITY FRAMEWORK FOR ELC</u></b></p> <p><b>1 Leadership</b>  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><b>2 Children thrive and develop in quality spaces</b>  2.1 Children experience high quality spaces</p> <p><b>3 Children play and learn</b>  3.1 Play and learning  3.2 Curriculum  3.2 Learning Teaching and Assessment</p> <p><b>4 Children are supported to achieve</b>  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><b>Developing In Faith</b>  <i><b>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.</b></i></p> <ol style="list-style-type: none"> <li>1. Honouring Jesus Christ as the Way, the Truth and the Life</li> <li>2. Developing as a community of faith and learning</li> <li>3. Promoting Gospel Values</li> <li>4. Celebrating and Worshiping</li> <li>6. Serving the common good.</li> </ol>		