North Lanarkshire Council

# *Driving Equity and Excellence*

# Improvement Action Plans

# Session 2026-27

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| **Establishment:** | St Michael's Primary & Nursery |
| **Empowered Cluster:** | St Maurice's & Kilsyth |
| **Head of Establishment:** | Nicola Di Mascio |

| **Improvement Plan Summary** | |
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| **Priority 1:** | By June 2027, almost all learners will demonstrate increased independence, creativity and application of skills across learning through consistent high-quality play and enquiry-based approaches, including STEM, leading to measurable improvements in engagement, attainment and learner agency. |
| **Priority 2:** | By June 2027, almost all learners will clearly understand what they are learning and how to improve, evidenced by their ability to articulate success criteria, engage in high-quality dialogue and demonstrate higher-order thinking, resulting in improved attainment and depth of learning across the curriculum. |
| **Nursery Priority:** | By June 2027, all children will make sustained progress across the early level, supported by high-quality, responsive planning and robust tracking systems, resulting in improved attainment, increased engagement and more personalised learning experiences. |

| Key Date | Focus Area |
|---|---|
| **12th June 2026** | **Submit** AIP to EFM and **QISSIP-SIR@northlan.gov.uk** |
| **4th December 2026** | Complete RAG status in AIP (*Including **PEF** RAG status*)<br>(No submission, EFM discussion only) |
| **19th March 2027** | Complete RAG status in AIP<br>(No submission, EFM discussion only) |
| **18th June 2027** | Full submission of AIR: Summary of progress toward priorities, all QIs & PEF update |

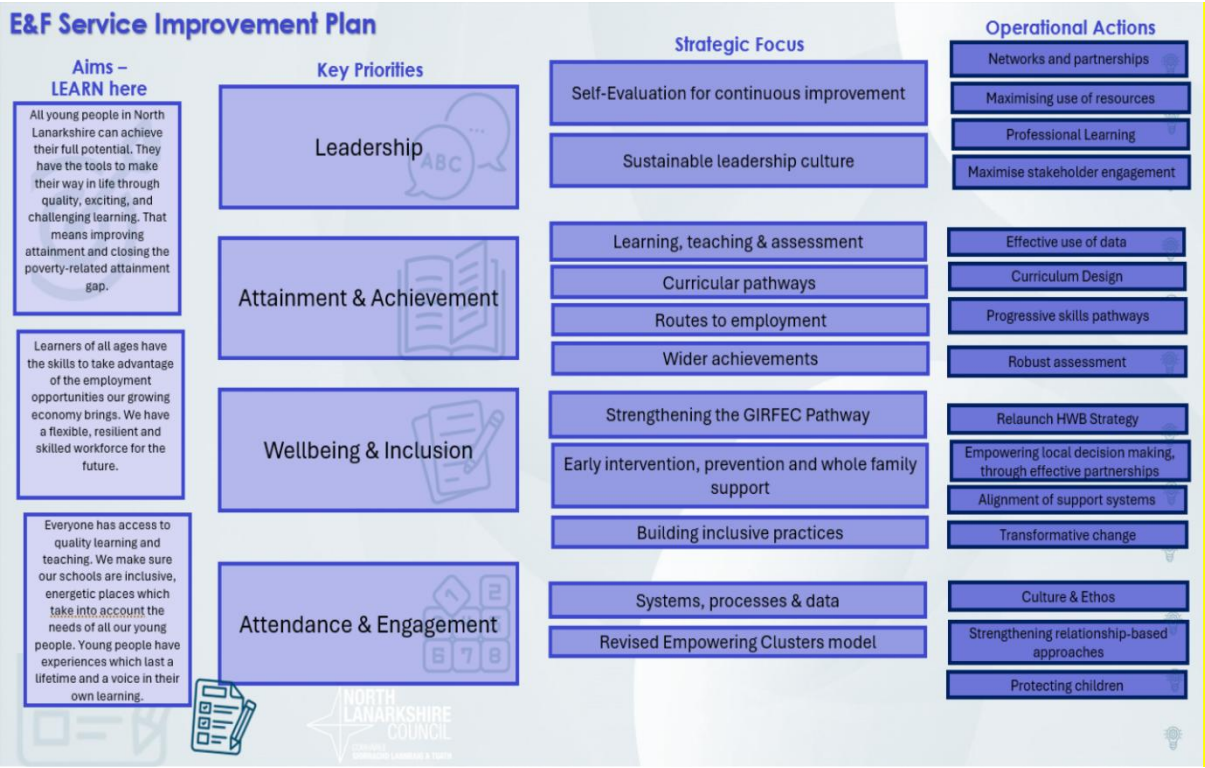
## Establishment Vision and Values

St Michael's 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.

Our nursery values are the same as the school, but the value of Faith has been replaced by Equality.

## Audit and Consultation

In arriving at our improvement priorities, the establishment has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.



## Details of consultation (pupils, parents/carers, partners)

In arriving at our improvement priorities, the school has taken account of feedback from our recent Validated Self Evaluation by the local authority, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement:

Pupil and regular parental involvement in Smart Pupil Council, Digital Leader 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
Shared VSE experience with NLC colleagues

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

| | Priority 1 | Priority 2 | Nursery Priority |
|---|---|---|---|
| Year 1: Session 2026 – 2027 | By June 2027, almost all learners will demonstrate increased independence, creativity and application of skills across learning through consistent high-quality play and enquiry-based approaches, including STEM, leading to measurable improvements in engagement, attainment and learner agency. | By June 2027, almost all learners will clearly understand what they are learning and how to improve, evidenced by their ability to articulate success criteria, engage in high-quality dialogue and demonstrate higher-order thinking, resulting in improved attainment and depth of learning across the curriculum. | By June 2027, all children will make sustained progress across the early level, supported by high-quality, responsive planning and robust tracking systems, resulting in improved attainment, increased engagement and more personalised learning experiences. |
| Year 2: Session 2027 - 2028 | Embed and evaluate.<br>Any changes to parental reporting formats will be put in place | Embed and evaluate | Embed and evaluate |
| Year 3: Session 2028 - 2029 | | | |

**Guidance for Nursery Classes**

When identifying improvement priorities, Head Teachers should ensure that nursery classes are fully and appropriately reflected. This can be achieved either by setting a distinct improvement priority (or priorities) specifically for the nursery class, or, where analysis of data and self-evaluation indicate that the priority applies to the whole establishment, by including at least two expected outcomes that are explicitly focused on early years.

In all cases, improvement planning should be rooted in robust self-evaluation and written to reflect approaches and actions that will deliver the best possible outcomes for children, taking account of developmental stage, pedagogy and the unique context of early learning and childcare. Within the checkpoints, all evaluative statements must also reflect the journey of improvement in early years.

**2026-27 Improvement Plan**

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| **Priority 1: Long Term Outcome**<br>What do you hope to achieve? What is going to change? For whom? By how much? By when? | By June 2027, almost all learners will demonstrate increased independence, creativity and application of skills across learning through consistent high-quality play and enquiry-based approaches, including STEM, leading to measurable improvements in engagement, attainment and learner agency. |
| Person(s) Responsible<br>Who will be leading the improvement? | **HT, DHT, PT, all staff including those with responsibilities for digital, STEM, Play Pedagogy, IOC, IOP, IOS, LTA** |

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

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| **NIF Priority: 1, 3, 5** | **NIF Outcome(s): 1, 3, 4, 5, 7** |
| **NLC Priority: 2** | **QI: 1.3, 2.2, 2.3, 3.2** |
| **Developing in Faith/UNCRC: 2, 6 / 13, 28, 29, 31** | |

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

Recognition of good practice within our Early Years and Play-based learning in Primary 1 and 2 means we will embed and extend this approach to Primary 3 and beyond. This approach will be extended to P4-P7 with enquiry-based learning being the vehicle to support inclusive practice by allowing learners to access learning in ways that suit their developmental stage, interests, strengths and providing opportunities to lead their own learning with clear pupil voice opportunities.

Continued development of STEM and digital learning, which has been identified as good practice, ensures all learners can apply skills in meaningful interdisciplinary contexts. These skills will allow learners to lead learning for others applying their knowledge of STEM and digital to ensure educational outcomes for all learners are improving.

From previous practitioner enquiries we have identified the enhancement of pedagogy for all staff as a priority. Ensuring high quality teaching and learning is delivered to all learners consistently and practitioners engage in meaningful self-evaluation. IOS, IOC, IOP and LTA teaching sprints will shape these enquiries.

Continuing from initial work last year we recognise that Meta-skills are essential for future learning, life, and work, and reflect the aspirations of CfE & DYW therefore we will embed meta-skills across the curriculum aligning with the needs of learners having these transferable skills.

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

- **Realising the Ambition - Being Me**
- **Daydream Believers**
- **IOC/IOP/IOS/LTA coaches**

| **Expected Impact (Short Term Outcomes)** | **Interventions/Actions to Support Improvement: How?** | **How Will You Track Progress? Measures** | **Checkpoint 1 December** | | | **Checkpoint 2 March** | | |
|---|---|---|---|---|---|---|---|---|
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **RAG Status** Tick progress toward outcomes | | | **RAG Status** Tick progress toward outcomes | | |
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| • *Almost all learners will be engaged, confident, and independent, developing creativity, communication, and problem-* | • Staff will complete targeted CLPL in enquiry-based learning (Term 1), implement approaches in classrooms | • **Quality assurance evidence (learning visits/peer observations/learners** | ✓ | | | ✓ | | |

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| *solving skills through consistent play and enquiry-based experiences.* | (Term 2), and evaluate impact through practitioner enquiry (Term 3).<br>• Throughout the year, all infant learners will continue to be supported and challenged in their learning through a play-based approach with opportunities to lead their learning.<br>• New staff will be supported by skilled mentors in play and enquiry-based learning, leading to increased confidence, consistency, and quality in teaching practices, resulting in improved learner experiences and outcomes. | **conversations) will show consistent high-quality pedagogy in almost all classes.**<br>• **Progress will be tracked through standardised assessments including PIPS, SNSA and ACEL data.**<br>• **Progress will be continually assessed through use of formative assessment including pupil voice and pupil self and peer assessment.**<br>• **Through continuous high-quality provision those who require support or challenge will be afforded planned experiences to engage in an inclusive model through open ended activities.** | | | | | | |
| • *Almost all learners will confidently apply STEM and digital skills across the curriculum, demonstrating problem-solving, creativity and the ability to lead aspects of their learning.* | • Further embedding of STEM and digital approaches, alongside associated pedagogies and skills, will ensure equitable access for all learners.<br>• Continue to develop pupil leaders of learning to support classes in embedding STEM and digital skills<br>• Digital resources will be deployed equitably across classrooms, providing all learners with opportunities to lead their learning, develop digital skills, and access high-quality learning experiences across the curriculum | • **Learners will be able to utilise their STEM skills and engage in enquiry-based learning. self-evaluation procedures will monitor the effectiveness of this approach.**<br>• **Staff will be directed by the Digital and STEM champions to relevant and appropriate CLPL where required or necessary.**<br>• **STEM and digital will be delivered through high-quality IDL with SLT monitoring impact.** | | | | | | |

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| • *Almost all learners will be able to discuss, explain and justify their thinking through the upskilling of pedagogical approaches by all staff supported by IOS, IOC, IOP & LTA.* | • Over the course of the year we will ensure that learning experiences and activities are varied, differentiated, active and provide effective support and challenge for all learners.<br>• We will develop questioning strategies that enhance learners' experiences and promote higher-order thinking skills providing learners with opportunities to discuss, explain and justify their thinking.<br>• Over the course of Term 1, staff will further embed the co-creation of success criteria within learning and use this to inform high quality verbal and written feedback, so learners know their next steps to improve.<br>• Over terms 2 & 3 this will be monitored and moderated across the school to ensure a consistent approach | • **Pedagogy for all staff will be enhanced by practitioner enquiry, engaging in Improving our Schools, Classrooms, Pedagogy and LTA teaching sprints.**<br>• **Staff will engage with high quality questioning, feedback and the promotion of Higher Order Thinking Skills.**<br>• **This will be supported by peer visits and observed lessons.**<br>• **Staff will be supported in pedagogical enhancements through T&L visits, peer visits and moderation activities at school and cluster level.**<br>• **CLPL on effective pedagogical approaches will be delivered and staff will adopt an enquiry stance to engage in meaningful self-evaluation to embed these changes appropriately.** | | | | | | |
| • *Through the development of Meta-Skills across the school, pupils will become more self-aware, adaptable, and confident in applying their skills across different learning contexts, leading to greater independence, resilience, and learner success.* | • Throughout Term 1, planning will reflect the pedagogical changes to include a focus on meta-skills and enquiry-based learning, valuing pupil voice and child led opportunities. | • **Pupil surveys along with learner conversations and teacher professional judgement will demonstrate the application of Meta skills and enquiry-based learning across the curriculum.** | | | | | | |
| • *Meta-skills within Learning Logs will support pupils to take ownership of their* | • Meta skills page will be added to new versions of the | • **Monitoring of pupils meta skills engagement will** | | | | | | |

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| *learning, helping them plan, reflect on, and self-evaluate their progress, leading to greater independence, confidence, and learner agency.* | children's Learning Logs for children to access in August.<br>• Children with pre-existing Learning Logs will have pages inserted, in August, to show the range of skills so they can have ownership over their learning. | **show that they are developing a knowledge of these skills**<br>• **Pupil surveys and learning conversations (Terms1,2 &3) will show that at least 85% of learners can articulate their skills, next steps and successes.** | | | | | | |
| • *Processes for reporting to parents will be reviewed to ensure they are manageable, meaningful, and effective in informing improvements, leading to clearer communication, stronger parental engagement, and improved learner outcomes.* | • Parent survey will be conducted to gather data around our current processes and trial improvements.<br>• Pupils' attainments will be recorded and communicated effectively to parents through agreed reporting formats after consultation with the Parent Council<br>• Calendar of reporting formats will be put in place either for the remainer of session 26-27, if time, or for next academic session. | • **Data will be gathered from parents which will indicate their thoughts on current, and any trial new reporting procedures**<br>• **Levels of pupil attainment and achievement will remain high with positive feedback from parents regarding reporting procedures**<br>• **Data will be gathered after any potential changes have been made through another survey to compare results.** | | | | | | |
| **Checkpoint 1 Progress Evaluation Statement (December)** | | | | | | | | |
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| **Checkpoint 2 Progress Evaluation Statement (March)** | | | | | | | | |
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**2026-27 Improvement Plan**

| **Priority 2: Long Term Outcome**<br>What do you hope to achieve? What is going to change? For whom? By how much? By when? | By June 2027, almost all learners will clearly understand what they are learning and how to improve, evidenced by their ability to articulate success criteria, engage in high-quality dialogue and demonstrate higher-order thinking, resulting in improved attainment and depth of learning across the curriculum. |
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| Person(s) Responsible<br>Who will be leading the improvement? | **HT, DHT & PT**<br>**IOS/IOC/IOP/LTA coaches**<br>**All staff** |
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**(Please insert the relevant codes which can be found in Appendix 1)**

| **NIF Priority: 3, 4, 5** | **NIF Outcome(s): 1, 3, 4, 5** |
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| **NLC Priority: 2** | **QI: 2.2, 2,3, 2.3, 3.2** |
| **Developing in Faith/UNCRC: 2/28, 29, 31** | |

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

From feedback from our recent VSE, it has been identified that learning intentions and success criteria being shared with learners, were not consistent across all classes.
We want to ensure that all learner's develop a deeper understanding of what they are learning and what success looks like.
It has been identified through our VSE and our quality assurance processes that the quality of questioning should be strengthened to ensure appropriate challenge and develop higher order thinking skills.
Through staff self-evaluation of our current in house tracking and monitoring systems, it was identified that we had to include literacy under its three areas to identify and reflect where learners require planned challenge in their learning. The VSE process supported this self-evaluation.

**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**.

**IOS/IOC/IOP/LTA coaches**
**Peer observation/teaching and learning visits**

| **Expected Impact (Short Term Outcomes)** | **Interventions/Actions to Support Improvement: How?** | **How Will You Track Progress? Measures** | **Checkpoint 1 December** | | | **Checkpoint 2 March** | | |
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| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **RAG Status**<br>Tick progress toward outcomes | | | **RAG Status**<br>Tick progress toward outcomes | | |
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| • *Almost all learners will understand the purpose of their learning and recognise how learning intentions and success criteria support their progress, leading to increased engagement, confidence, independence, and attainment.* | • Within Term 1, allocate planned collegiate time to allow staff to discuss the importance of sharing learning intentions with pupils<br>• In Term 1, staff will work in trios to plan and cocreate LI and SC – Terms 2 & 3 this | • **Through planned learning conversations, it will be clear that pupils know and can articulate what and why they are learning**<br>• **Through agreed T&L visits by SLT, learners will demonstrate that they** | ✓ | | | ✓ | | |

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| | will be moderated and embedded<br>• Over the course of the year, staff will discuss learning intentions with pupils prior to any lesson taking place<br>• Through pupils leading their own learning, they will develop greater awareness of what they are learning and why, leading to increased ownership, confidence, engagement, and independence in learning. | **know what and why they are learning** | | | | | | |
| • *Almost all learners will be engaged through purposeful, high-order questioning, leading to greater curiosity, independence, confidence, and attainment.* | • Over the course of the year, provide staff with opportunities to access relevant Education Scotland training<br>• Through staff development based on professional enquiry /professional reading, supported by IOS – meeting dates will be scheduled in advance through WTA and agreed calendar | • **Through SLT observations of lessons and activities with a focus on LI, SC and questioning**<br>• **IOS procedures and trios will support this over the course of the year**<br>• **Pupil voice will show that most learners have a greater understanding of types of questions and how they can ensure greater understanding** | | | | | | |
| • *Learners will use high-quality written and verbal feedback to effectively support progress and challenge in their learning, leading to increased confidence, independence, engagement, and attainment.* | • Throughout the year, staff will take part in moderation activities, at school and cluster level, to develop their understanding of valuable feedback methods to enhance pupil understanding and progress<br>• Pupils, teachers, SLT & parents will make effective use of the Learning Logs to demonstrate their understanding of achieved targets | • **Data will demonstrate that all pupils who require support or challenge will have their learning needs met**<br>• **Data across literacy will identify gaps or areas requiring challenge in specific literacy areas**<br>• **SLT planned monitoring activities will show that almost all pupils are actively involved in reading and responding to their written feedback** | | | | | | |

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| | • During Term 1, spreadsheets will be updated to reflect the three areas of literacy, providing consistency with Seemis data<br>• Spreadsheets will also be updated to include data on attendance<br>• Challenge will be identified through use of SE booklets, ACEL data, TPJ and in-school data gathering<br>• By Term 2, challenge will be provided to pupils who require it though enquiry based learning, higher order thinking & IDL | | | | | | | |
| • *Across our learning community, opportunities for moderation across stages and the curriculum will support accurate teacher professional judgement using ACEL data, leading to increased consistency, confidence in assessment, and improved learner outcomes.* | • Planned moderation activities will be set, both in house, and at cluster level, to allow staff to gain a deeper understanding into how maintain high standards and achievable targets for all pupils – dates will be agreed in August and added to school and cluster calendars | • **Staff will attend moderation events which will show a consistent approach to how we assess and judge pupil attainment with a particular focus on writing**<br>• **Data will support an increase in attainment of writing across the school**<br>• **Data will show that staff are more confident in their abilities to make accurate professional judgements** | | | | | | |
| • *Our data will continue to highlight the successes and achievements of all learners, including those facing barriers, leading to targeted support, greater equity, and improved learner outcomes.* | • Throughout the year, planned interventions will provide support where required to allow almost all pupils to achieve success<br>• Cluster support including wellbeing initiatives will ensure pupils have greater access to support which will allow them to be more ready | • **Data, through the Leuven scale, will show that pupil engagement and wellbeing will improve achievement and attainment** | | | | | | |

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| | to learn – dates will be agreed at cluster level | | | | | | | |
| **Checkpoint 1 Progress Evaluation Statement (December)** | | | | | | | | |
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| **Checkpoint 2 Progress Evaluation Statement (March)** | | | | | | | | |
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**2026-27 Improvement Plan**

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| **Nursery Priority: Long Term Outcome**<br>What do you hope to achieve? What is going to change? For whom? By how much? By when? | By June 2027, all children will make sustained progress across the early level, supported by high-quality, responsive planning and robust tracking systems, resulting in improved attainment, increased engagement and more personalised learning experiences. |
| Person(s) Responsible<br>Who will be leading the improvement? | **DHT, LP, Nursery staff** |

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

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| **NIF Priority: 1, 2, 3, 5** | **NIF Outcome(s): 1, 2, 3, 4, 5** |
| **NLC Priority: 2, 3** | **QI: Children thrive and develop in quality spaces, Children play and Learn, Children are supported to achieve** |
| **UNCRC: 12, 13, 28, 29, 31** | |

**Rationale (Why?)** Why have you identified this as a priority? What data did you have to support this?
Having audited last year's improvement plan, we had identified that our tracking and monitoring systems were needing developed. Our recent VSE confirmed this. At present there are gaps in our tracking which we aim to tighten up, complete more frequently and ensure that all children's needs are met by adding the progression pathways and identifying gaps and areas for challenge. Individual plans and targets will be more concise and focus on individual levels of ability, being reviewed more frequently.

**Resources:** Please include costs and, where relevant, state where cost is being met from.

**NLC online Tracking and Monitoring Dashboard**
**Area Floor books**
**Progression pathways**

| **Expected Impact (Short Term Outcomes)** | **Interventions/Actions to Support Improvement: How?** | **How Will You Track Progress? Measures** | **Checkpoint 1 December** | | | **Checkpoint 2 March** | | |
|---|---|---|---|---|---|---|---|---|
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **RAG Status** Tick progress toward outcomes | | | **RAG Status** Tick progress toward outcomes | | |
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| • *To further develop our Vision, Values and Aims through a visual and consistent approach that ensures all stakeholders understand and demonstrate them in daily practice, leading to a stronger shared ethos, positive relationships, inclusion, learner wellbeing, and improved outcomes for all.* | • During Term 1, create a more visual version of our VV&A to represent our culture and what we aim to achieve<br>• Continue to share VV&A with pupils and parents on a regular basis<br>• By end of the year (weather dependent), create a wall mural at the nursery entrance to display our VV&A | • **Most children will be able to use language of the vision, values and aims and words for these in their interactions – observed through daily play**<br>• **Child observations will demonstrate the children living out the nursery VV&A in their play and experiences**<br>• **Surveys will show that parents will be aware of** | ✓ | | | ✓ | | |

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| | | **our VV&A and agree with these statements for how we plan to continue to improve** | | | | | | |
| • *By including progression pathways in our planning, we will target all learners at their individual levels of attainment and achievement, leading to increased engagement, appropriate challenge, learner confidence, and improved outcomes for all.* | • Bring progression pathways to **all** planning meetings<br>• Revisit recent Floor book training for all staff so they are used effectively for in the moment planning, recording and evidencing children's experiences and progression<br>• Consistently include progression in all area floor books to allow for individual children to have their interests met at their own levels of the early level curriculum<br>• By end of Term 1, staff will be confident in being able to identify gaps in learning and areas where children could be challenged through the use of the early level or birth to 3 curriculums<br>• Across the year data, observations and staff knowledge of children will identify any children who need supported in S&L or communication areas | • **Data will inform SLT in ensuring that interventions will be put in place to meet the needs of all children – including those with S&L or communication needs**<br>• **Data will show that there are less gaps in attainment at children's specific level within Early Level Curriculum**<br>• **Challenge groups will be identified and work targeted to allow progression, personalisation and choice** | | | | | | |
| • *All children will independently explore high-quality learning environments, demonstrating curiosity, sustained engagement and increasing confidence in leading their own play and learning.* | • During August/September, all new staff to be embedded in our positive culture and methodologies<br>• During Term 1, staff will agree on policy, procedure and leadership responsibilities which will enhance the high-quality experiences, spaces and interactions that take place | • **Tracking data and floor book evidence will demonstrate that all children make regular progress across identified progression pathways, with reduced gaps in attainment across Early Level.**<br>• **Areas will be monitored and observed to ensure** | | | | | | |

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| | within the nursery. These will be embedded in Term 2 and monitored in Term 3. | **leadership roles are being met and areas are continually being developed** | | | | | | |
| • *Personal targets and plans, including GIRFME planning, will be reviewed more frequently and tailored to individual learners, leading to increased learner voice, wellbeing, engagement, and improved progress and attainment.* | • Evaluation and monitoring of children's targets will be built into calendar to ensure frequency – by end of Sept<br>• Individuality of personal planning for all children will ensure needs are being met consistently<br>• Areas of support or challenge will be identified over the course of the year | • **All children's targets will be SMART**<br>• **All children's targets and personal plans will be monitored to ensure achievable targets are being met**<br>• **Children's levels of attainment will increase due to targets being specific to their own needs** | | | | | | |
| • *Digital will be embedded throughout the nursery to enhance children's learning and play experiences, leading to increased engagement, creativity, communication, and skills for learning and life.* | • Over the course of the year, School Digital leaders will share good practice from the school down into the nursery to ensure a consistent approach is experienced by all children<br>• A more varied digital offering will be developed over the course of the year to provide wider experiences for all nursery children<br>• Staff will be supported by the digital committee on a regular basis to become more confident in using a wider variety of digital tools for enhancing learning experiences<br>• A range of digital tools will continue to be used to gather feedback from parents and wider stakeholders, ensuring parents have a strong voice in shaping nursery improvement | • **SLT observations will show that there will be clear progression in digital offerings from EY to P7**<br>• **Monitoring will show that a wider variety of digital methods and resources are in place throughout the nursery**<br>• **Data will show that parents and carers, and wider stakeholders will be more willing to engage in surveys and questionnaires to support the continuing self-evaluation of the nursery through the use of digital tools** | | | | | | |

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| **Checkpoint 1 Progress Evaluation Statement (December)** | | | | | | | | |
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| **Checkpoint 2 Progress Evaluation Statement (March)** | | | | | | | | |
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**PEF ALLOCATION:**

**£38,880**

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES

# Pupil Equity Fund Plan 2026-27

*(Random sampling of PEF Plans will continue throughout the session).*

| RATIONALE FOR PEF PLAN | | | | | | |
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| **Please detail below the poverty related gap which you are addressing and the data which supports your rationale**. | | | | | | |
| **What is Your Poverty Related/Equity Gap?** (Q1 v Q5 or other poverty marker)<br><br>**Select From**: attainment & achievement, attendance, inclusion, participation, engagement. | **Intended Outcome/Impact**<br><br>Please describe your planned use of PEF allocation and what you intend to achieve. | **Evidence/Measures**<br><br>Please indicate what pre and post assessment measures you will use to evidence impact. | **Detailed Costings** | **December Checkpoint**<br><br>**RAG Status**<br>Tick progress toward outcomes | | |
| **Raising Attainment in Literacy and Numeracy through funding of Support for Learning 0.5 match funded teacher**<br><br>* attainment & achievement | There is targeted learning support identified throughout the school and school data details each intervention received by a child and the staff member 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.<br><br>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<br><br>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. | • **Improvements in attainment in literacy and numeracy for vulnerable/identified learners, (ACEL, SNSAs, standardised testing)**<br>• **Closing of the poverty related gap – analysed through school data tracking systems** | **£37, 615** | | | |

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| **Health and Wellbeing – Support for pupils and families through partnership with Barnardos**<br><br>*attainment & achievement<br>*attendance<br>*engagement. | 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.<br>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.<br>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. | • **Improved attendance figures**<br>• **Evaluations from parents receiving 1:1 support**<br>• **Evaluations from identified pupils receiving 1:1 support**<br>• **Improvements in health and wellbeing in vulnerable learners (tracked using wellbeing app, GIRFMEs, Outcome Star and health and wellbeing tracking systems where appropriate)**<br>• **Improvements in attainment for vulnerable/identified learners, (ACEL, SNSAs, standardised testing)**<br>• **Attendance and evaluations from parents/carers attending drop in sessions**<br>• **Attendance and evaluations from parents/carers attending baby and toddler group.** | **£10,000**<br><br>**Remaining PEF and carry forward will be used to pay for this** | | | |
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| | | **Total PEF Spend** | **£38, 880** | | | |

**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 |
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| Article 1 - definition of the child<br>Article 2 - non-discrimination<br>Article 3 - best interests of the child<br>Article 4 - implementation of the Convention<br>Article 5 - parental guidance and child's evolving capacities<br>Article 6 - life, survival and development<br>Article 7 - birth registration, name, nationality, care<br>Article 8 - protection and preservation of identity<br>Article 9 - separation from parents<br>Article 10 - family reunification<br>Article 11 - abduction and non-return of children<br>Article 12 - respect for the views of the child<br>Article 13 - freedom of expression<br>Article 14 - freedom of thought, belief and religion<br>Article 15 - freedom of association<br>Article 16 - right to privacy<br>Article 17 - access to information from the media<br>Article 18 - parental responsibilities and state assistance<br>Article 19 - protection from violence, abuse and neglect<br>Article 20 - children unable to live with their family<br>Article 21 – adoption<br>Article 22 - refugee children<br>Article 23 - children with a disability<br>Article 24 - health and health services<br>Article 25 - review of treatment in care<br>Article 26 - social security<br>Article 27 - adequate standard of living<br>Article 28 - right to education<br>Article 29 - goals of education<br>Article 30 - children from minority or indigenous groups<br>Article 31 - leisure, play and culture<br>Article 32 - child labour<br>Article 33 - drug abuse<br>Article 34 -sexual exploitation<br>Article 35 - abduction, sale and trafficking<br>Article 36 - other forms of exploitation<br>Article 37 - inhumane treatment and detention<br>Article 38 - war and armed conflicts<br>Article 39 - recovery from trauma and reintegration<br>Article 40 - juvenile justice<br>Article 41 - respect for higher national standards<br>Article 42 - knowledge of rights<br>Article 14 - freedom of thought, belief and religion<br>Article 15 - freedom of association<br>Article 16 - right to privacy | 1.1: Self-evaluation for self-improvement<br>1.2: Leadership for learning<br>1.3: Leadership of change<br>1.4: Leadership and management of staff<br>1.5: Management of resources to promote equity<br>2.1: Safeguarding and child protection<br>2.2: Curriculum<br>2.3: Learning teaching and assessment<br>2.4: Personalised support<br>2.5: Family learning<br>2.6: Transitions<br>2.7: Partnerships<br>3.1: Ensuring wellbeing, equality and inclusion<br>3.2: Raising attainment and achievement<br>3.3: Increasing creativity and employability<br><br>**Quality Improvement Framework for ELC**<br><br>**Leadership**<br>Leadership and management of staff and resources<br>Staff skills, knowledge, values and deployment<br>Leadership of continuous improvement<br><br>**Children thrive and develop in quality spaces**<br>Children experience high quality spaces<br><br>**Children play and learn**<br>Play and learning<br>Curriculum<br>Learning Teaching and Assessment<br><br>**Children are supported to achieve**<br>Nurturing care and support<br>Wellbeing, inclusion and equality<br>Children's progress<br>Safeguarding and child protection<br><br>**PEF INTERVENTIONS**<br>1. Early intervention and prevention<br>2. Social and emotional wellbeing<br>3. Promoting healthy lifestyles<br>4. Targeted approaches to literacy and numeracy<br>5. Promoting a high quality learning experience<br>6. Differentiated support | **NIF Priorities**<br>1. Placing the human rights and needs of every child and young person at the centre of education;<br>2. Improvement in children and young people's health and wellbeing;<br>3. Closing the attainment gap between the most and least disadvantaged children and young people;<br>4. Improvement in skills and sustained, positive school leaver destinations for all young people ;<br>5. Improvement in attainment, particularly in literacy and numeracy.<br><br>**NIF Outcomes**<br>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.<br>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.<br>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.<br>4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap<br>5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs<br>6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.<br>7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality. |

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| Article 17 - access to information from the media<br>Article 18 - parental responsibilities and state assistance | 7. Using evidence and data<br>8. Employability and skills development<br>9. Engaging beyond the school<br>10. Partnership working<br>11. Professional learning and leadership<br>12. Research and evaluation to monitor impact<br><br>**<u>EDUCATION AND FAMILIES' PRIORITIES</u>**<br>1. Leadership<br>2. Attainment and Achievement<br>3. Wellbeing and Inclusion<br>4. Attendance and Engagement | |
| **Developing In Faith**<br>***Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.*** | | |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life<br>2. Developing as a community of faith and learning<br>3. Promoting Gospel Values<br>4. Celebrating and Worshiping<br>6. Serving the common good. | | |