North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plans
Session 2025-26

School:	Taylor High School
Cluster:	Taylor Cluster
Head Teacher:	Paul McWatt

Improvement Plan Summary	
School Priority 1:	Learning, Teaching & Assessment
School Priority 2:	Wellbeing & Inclusion
School Priority 3:	Raising Attainment, Achievement & Destinations

Education and Families Priorities

1

Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.

Improvement Actions
- Raising Attainment Strategy
  - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
  - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
  - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training

2

Equity - Closing the attainment gap between the most and least disadvantaged children and young people.

Improvement Actions
- SAC/ PEF Plan
  - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap. Anti- Poverty Programmes
  - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Innovation and Improvement Hub
  - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

3

Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

Improvement Actions
- GIRFEC
  - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
  - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
  - Our practice in this area will be aligned with wider partnership approaches, translated into a Mental Health and Wellbeing Strategy for young people and those who work with them

4

Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Improvement Actions
- Curricular Progression
- A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
  - DYW Strategy
  - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
  - Digital Classroom
- Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

5

Vulnerable Groups- Improved outcomes for vulnerable groups.

Improvement Actions
- Support for Families/ Young People at Risk
- There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
- There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
  - Support for Adults
  - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

School Vision and Values

OUR VISION

Our vision is for all young people to be included, safe and fulfilling their God-given potential. We CARE about growing as a community of faith and learning which fosters

Compassion,
Ambition,
Respect and
Encouragement

based on the example and teachings of Christ.

OUR VALUES

Our Values are FAITH & LEARNING THROUGH C.A.R.E.:

Compassion – caring for and about others
Ambition – aiming for the highest standards and best outcomes possible
Respect – recognising and protecting the dignity of every person without discrimination
Encouragement – working together to support, motivate and inspire

OUR COMMITMENTS

- We CARE about developing young people's ambitions, skills, abilities and talents through learning
- We CARE about staff professional learning to help young people to overcome barriers to success
- We CARE about high quality learning and teaching that puts young people at the centre and supports them to lead their own learning
- We CARE about maximising attainment and achievement opportunities for all our young people through our improving curriculum
- We CARE about our shared responsibility to work in partnership with parents/carers, local parishes, our associated primary schools, businesses and community organisations to meet the needs and ambitions of our young people

The school is committed to being a 'Relational School' and, as such, continues to review and embed its revised relationship and behaviour policy to support a common understanding of standards and expectations: all pupils should be supported to be 'Ready, Respectful and Responsible'. This supports the ongoing work of the school to support professional learning and practice on Nurture Principles, the Solihull Approach and other relational approaches such as Restorative Practice.

OUR 5 YEAR MISSION STATEMENT

We celebrate being a community of faith and learning through CARE where:

- Pupils feel well-known, supported and celebrated
- Pupils and parents receive regular constructive feedback about progress and next steps
- Learning and teaching experiences are consistently high-quality, varied and meet pupils needs
- Our attainment is consistently high, and is improving against our comparator schools
- Our curriculum meets the needs of our pupils and supports their learning and progress well

Our school works closely in and with our local parishes, primaries and the wider community

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)

- Stakeholder surveys (pupils/staff/parents/partners)
- Parent Council Meetings
- Opportunities for staff feedback on development and progression of 5 year plan
- SRG meetings and reviews
- PT improvement plans for dept

	Learning Teaching & Assessment *Learning and teaching experiences are consistently high-quality, varied and meet pupils' needs*	Wellbeing & Inclusion *Pupils are well-known, supported and celebrated:*	Raising Attainment, Achievement and Destinations *Our attainment is consistently high, and is improving against our comparators* *Our curriculum meets the needs of our pupils and supports their learning and progress well*

Year 1: Session 2025-2026	• Review and revise the school's Learning, Teaching and Assessment policy/strategy in light of new management structure and the appointment of a PT LTA
	• Further develop pupil ownership and leadership of learning:
	   o Develop approach co-creation of lesson success criteria
	   o Introduce pupil-led lesson observations as part of school evaluation
	   o Implement NLC literacy pilot as part of Taylor Cluster with initial focus on Languages Faculty
	   o Develop learner conversations (supported by new approach to tracking progress)
	• Develop and extend active learning and teaching:
	   o Extend and expand cooperative learning practice
	   o Improve and develop Interdisciplinary Learning (IDL)
	   o Develop assessment and moderation practice in the Broad General Education (BGE)
	   o Continued participation in partnership with other schools: 'Connecting the DOTS'
	   o Learner conversations will be enhanced to improve pupil understanding of progress, and homework provision will be audited to inform future improvements.
	• Embed approaches in improvement in meeting pupils' needs through embedding differentiation developments
	• Extend Professional Learning through practitioner enquiry, and Improvement Projects
		• Embed approach to differentiation to support all learners in line with GIRFEC assessments and plans
		• Evaluate and refresh Relationships Policy (RRR)
		• Celebrate Success through introduction of House Points system and awards
		• Extend number of staff trained in relational approaches (Nurture; Restorative; Solihull)
		• Embed and evaluate new Anti-bullying police and practice
		• Introduce CIRCLE Framework for classrooms
		• Develop pupil leadership through improved approach to House Councils
		• Increase number of key staff trained in 'Low Intensity Anxiety Management' (LIAM)
		• Create and implement wellbeing surveys to understand current pupils' strengths and needs to develop relevant strategies for support
		• Develop S5/6 Pathways Programme for leavers
			• Review and revise the school's Raising Attainment policy/strategy in light of new management structure and the appointment of 2 PTs Raising Attainment.
			• Undertake curriculum review to include improved access to a broader choice of subjects in the Senior Phase
			• Pilot and evaluate updated tracking of pupil attainment and progress to improved feedback to pupils and parents
			• Improve conversion of N5 qualifications from 78% to a stretch-aim of 90% through targeted interventions arising from renewed approach to tracking progress
			• Improve pupils achieving 5 or more N5 qualifications from 49% to 54%
			• Improve attainment in SQA examinations for the middle 60% of learners by 5%
			• Improve early identification and intervention to support school leavers to achieve at Level 5 Literacy and Numeracy
			• Revise and embed Rising Stars mentoring programme to support pupil ownership of their own learning with structured support
			• Develop system to track achievement

Year 2: Session 2026-2027	- Increase approaches to pupil-led and peer-led learning - Embed pupil voice and leadership into school evaluation processes - Introduce Making Thinking Visible theory and practice through the training and deployment of Champions - Extend Interdisciplinary Learning from pilot in session 25/26 - Extend involvement in participative pedagogy to build on the NLC Literacy Pilot - Embed and extend improvements for differentiation through co-created success criteria - Expand BGE moderation across departments and establishments within the cluster; ensure a particular focus on improved concordance of attainment, assessment and progression between S3 and S4 - Identify areas of the curriculum requiring further support for personalisation of learning and continue to develop inclusive strategies to meet diverse learner needs. - Extend coaching model of Professional Learning to support peer development and pedagogical leadership towards achieving GTCS Professional Recognition Award.	- Extend use of wellbeing survey data through pupil participation and leadership for improved programmes of learning and intervention for wellbeing and inclusion - Continue to increase the number of young people identifying that they have someone in school who supports them. - Further embed the use of GIRFME planning in day-to-day lesson design and learner conversations. - Achieve the RRS Gold Award - Audit of H&W outcomes across all subjects	- Embed and evaluate impact of curriculum review and developments in light of attainment - Embed, evaluate and extend approach to tracking achievement - Establish Comparator School Dialogue Group to enhance use of data for measurable improvement in attainment - Embed progress-gap tracking across key equity measures - Pilot Personal Pupil Attainment Profiles - Faculty-level Attainment Project Leads to embed whole-school strategy with classroom and departmental practice, ensuring data-driven interventions close gaps, raise attainment, and sustained improvement - Increased employer engagement in line with improved interrogation of 16+ destination data
Year 3: Session 2027 – 2028	- Celebrate success by showcasing outcomes in LTA developments at school-wide and external events - Evaluate long-term impact of IDL and project-based learning on engagement, achievement and attainment - Questioning and feedback techniques will be refined to deepen thinking and improve learner dialogue. - IDL projects extend to accredited opportunities through development of Skills for Life, Learning and Work. - We will begin accrediting meta skills through digital badges and learner portfolios to support recognition of wider achievement. - Improvement focus on developing explicit teaching and assessment of metaskills and Higher Order Thinking Skills	- Increase use of digital resources to ensure whole school monitoring of wellbeing is in place. - High number of staff trained to support wellbeing interventions - Staged interventions are responsive to the needs of young people - High quality resources in PSHE to be responsive to need - Health and Wellbeing outcomes built into most BGE curriculum planning	- Embed Personal Pupil Attainment Profiles across S1–S6 - Expand partnerships for achievement and employability outcomes and align to updated system to track achievement - Extend attainment review processes to include validated self-evaluation and peer reviews - Compile effective practice into a Raising Attainment Toolkit - Identify and set stretch-aim targets in line with data from school, local and national improvement expectations

2025-26 Improvement Plan

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	We hope to achieve greater consistency and impact in learning and teaching so that pupils experience lessons which are active, engaging and adapted to their needs. There will be a more coherent, pupil-centred experience across all departments, with clearer evidence of progression, higher levels of engagement, and as a result, improved attainment and achievement.
Person(s) Responsible Who will be leading the improvement?	**G MCQUAID**

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

NIF Priority: 1, 2, 3, 5	**NIF Driver:** 1, 2, 3, 5, 6
NLC Priority: 1, 2, 3, 5, 6, 7, 8, 9, 10	**QI: 2.3 Learning, Teaching and Assessment**
PEF Intervention: 6, 7, 4	**Developing in Faith/UNCRC:** 2 / 12, 13, 28, 29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
Our improvement priorities for 2025–2026 build on the progress made during 2024–2025 and respond directly to inspection feedback, stakeholder surveys, and internal self-evaluation. While there has been measurable improvement in several areas, baseline data highlights key aspects that require further development to ensure consistency and impact across the school.

Participative Pedagogy
Pupil enjoyment of learning rose from 34% to 70% in 2024–2025, yet this remains below our target. Observations show that pupils are most engaged during active, pupil-led lessons, but passive approaches such as note-taking remain common. In addition, only 21% of staff consistently use co-created success criteria, limiting learner ownership. To address this, we will embed cooperative learning, expand project-based learning, and strengthen learner conversations. A pilot of pupil lesson observations and participation in the *Young Leaders of Learning* programme will further promote pupil voice. By March 2026, almost all pupils should report that learning is motivating, builds on prior knowledge, and allows them to lead aspects of their learning.

Inclusive and Differentiated Practice
While 90% of pupils now agree that learning builds on prior knowledge, only 47% of lessons observed showed clear evidence of planned differentiation, with notable gaps at the start of lessons. Ensuring learning is responsive to individual needs from the outset remains a key priority. We will deliver targeted CLPL, update and share our revised differentiation booklet, and increase the use of digital tools to support accessibility. By December 2025, most lessons should demonstrate clear, intentional differentiation that supports both accessibility and challenge.

Assessment and Moderation
Staff confidence in applying national standards continues to grow, but only a minority currently engage with co-created success criteria. Pupil understanding of their level and next steps remains at 49.6%, indicating room for improvement in this area as well as how we measure this. To strengthen consistency and clarity, we will embed *Fast and Focused Feedback* strategies, enhance our moderation cycle through the *Connecting the DOTS* cluster, and reflect on the impact of learner conversations. By May 2026, the majority of staff will be using co-created success criteria, and most pupils will be confident in knowing their level and progress.

Professional Learning and Collaboration
Staff feedback shows that 91% feel CLPL improves their practice, and 88% feel supported. However, opportunities for peer observation and cross-departmental collaboration remain underused. We will continue to support practitioner enquiry linked to strategic themes, maintain a robust CLPL calendar, and host a Learning Festival to share good practice. By May 2026, almost all staff in the Learning, Teaching and Assessment Group will have completed an enquiry and presented their findings, with increased engagement in collaborative planning and peer learning across the school.

These priorities are designed to address the gaps identified through robust self-evaluation and to ensure that all learners experience high-quality, engaging, and inclusive learning across the school.

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Participative pedagogy: By March 2026 • Almost all pupils will report that learning is motivating, builds on prior knowledge and allows them to lead aspects of their learning (from a baseline of 70% in pupil survey) • Almost all departments will have implemented pupil-led learning activities (from a baseline of 86% in HMI staff survey)	1. Embed co created success criteria and learner conversations (all staff, Dec 25) 2. Deliver further CLPL on active learning and pupil-led strategies including cooperative learning (K Dammer, LTA Improvement Group, T1, T2, T3) 3. Pilot pupil lesson observations (G McQ, ND, PB, T2) 4. Develop and implement plan for project-based learning including Literacy Pilot lead by the Languages Department (NLC support, Languages dept, Science dept, Social Subjects dept, Begin Sept 25, evaluate Jan 26) 5. Evaluate BGE planners for variety and engagement (PTCs with department, T2) 6. Participate in Education Scotland Young Leaders of Learning (partnership with Bellshill Academy, T1, T2) 7. Audit homework practices across departments (GMcQ, ND, T1, T3)	1. Lesson observations and learning walks 2. Self-evaluation surveys. Lesson observations (engagement, effort, enjoyment) 3. Self-evaluation surveys. Direct observations. 4. Staff and pupil feedback. Departmental records. Pupil feedback 5. Focus groups 6. Self-evaluation surveys 7. Homework audit		

Inclusive and Differentiated practice: Ensuring learning is responsive to individual needs from the outset. By Dec 2025, most lessons will show clear evidence of planned differentiation, especially in the starter and main body	1. CLPL on differentiation strategies (all staff, T1, T2, T3) 2. Support differentiation booklet and targeted intensive coaching (A Robertson, P Brown, T1) 3. Increase digital technology use to support accessibility 4. Share examples of good practice across departments (all staff, T1, T2, T3)	1. Staff evaluations and lesson observations 2. Staff evaluations and lesson observations 3. Audit of usage and booking system data 4. Number if quality shared examples, staff confidence survey		
Assessment and Moderation Strengthening consistency, clarity and confidence in standards and progress. By May 2026 • The majority of staff will be engaging with co-created success criteria (from a baseline of 21%) • Most pupils are confident in knowing their level (from a baseline of 49.6%)	1. Embed 'Fast and Focused Feedback' strategies (LTA Improvement group to share good practice, T1) 2. Strengthen moderation cycle with Connecting the DOTS cluster (G McQ, ND, PB, LTA Improvement Group, T1, T2) 3. Reflect on learner conversations and formative feedback (all depts, T3) 4. Review of S1-2 Course Planners (GMcQ, ND, PB, all staff, T4) 5. Improve staff and pupil confidence in knowing their levels (PB, T1, T4)	1. Pupil surveys and observations 2. Moderation records showing increased consistency 3. Departmental reviews and pupil surveys 4. Direct observation. Pupil and staff surveys. Planners reflecting progression, differentiation and assessment. 5. Pupil surveys and learner conversations 6. Triangulate evidence and adapt pupil survey to gauge % of pupils knowing their levels		

Professional Learning and Collaboration Building a culture of enquiry, reflection and shared practice. By May 2026	1. Support enquiry projects linked to strategic themes (LTA Improvement Group, T1, T3, T4)	1. Staff complete enquiries and sharing good practice		
• Almost all staff in the Learning Teaching and Assessment Group will complete a practitioner enquiry and present at the Learning Festival (from a baseline of 17 staff completing an 'Action Plan Do Review' Crib sheet May 2025) • Staff will engage in peer observation and collaborative planning across departments	2. Maintain CLPL calendar and build in opportunities for peer observation (ND, T1, T2, T3) 3. Collaborate with Connecting the DOTS cluster (LTA Improvement Group, Nov 25) 4. Host Learning Festival and share good practice during DMs (LTA Improvement Group, INSET May 25)	2. Consistent calendar use, staff survey 3. Joint activities and shared resources 4. Staff survey and attendance, uptake of shared strategies		
Final evaluation (for submission):				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Develop the school's ethos and culture so that pupils feel well-known, well-supported, listened to and celebrated.
Person(s) Responsible Who will be leading the improvement?	**J MCLAUGHLIN**

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

NIF Priority: 1,2,3,	**NIF Driver: 1, 2 , 3**
NLC Priority: 3	**QI : 3.1**
PEF Intervention:1,2,3,9,10,11,12	**Developing in Faith/UNCRC: 1,2,3,6 / 2,3,5,12,13,**

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

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

Some impact on attendance has been noted although the impact on average attendance has been limited with attendance average now at 87.59%. A review of attendance strategy has taken place which will mean a more centralised approach for attendance will take place and ensure more rigor when planning for improved attendance.
The majority (68%) of lessons included differentiated tasks, indicating greater responsiveness to learner need and progress (an increase from 54% in 2024).
These improvements reflect a culture of high expectations, increased practitioner confidence, and a commitment to ensuring wellbeing and equity.
The majority (73.6%) of pupils reported feeling safe in school – a significant increase from the 48% baseline. Few 8.71% of pupils disagreed that they feel safe.
The majority (68.01%) of pupils stated the school helps them feel safe, indicating the effectiveness of pastoral and safeguarding practices. 47.07% of pupils agreed that the school deals well with bullying (up from 30%) 20.2 did not feel they are in a position to comment – a positive shift, though this remains an area for continued development. 72.69% of pupils reported that they have someone in school who supports them, highlighting strengthened relationships and support systems.
55.39% of pupils feel that the school helps them become confident individuals, showing positive movement from the 46% baseline.
However, 22.24% of pupils stated they "don't know", suggesting that while improvements are evident, some learners remain unsure about their sense of identity and value in the school community.
Parent Voice
73.34% believe their child receives the help they need, demonstrating confidence in support systems and staff attentiveness.
65.29% feel the school provides useful advice on how to support learning at home, indicating progress in building partnerships with families.
A strong 86.78% of parents say they are comfortable approaching the school with questions, suggestions, or concerns, reflecting an open and respectful communication culture.

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Maintain the Promise Award with over 90% of staff having completed training by November 25	1. Ongoing training to audit and update new staff on The Promise 2. Complete training of new staff on the Promise Award (CC Nov 25)	1. Audit of staff completion of online training 2. Monitoring of young people who are Care Experiences 3. Review of all GIRFme plans for Care Experienced young people		
By May 2026, attendance will be at least 90% from a baseline of 87%	1. Review of attendance procedures (CP Sept 25) 2. Clear planned intervention strategy to target attendance CP(Sept 25) 3. Improved Quality Assurance procedures (JM Sept 25) 4. PT Pupil Support to identify families at risk of chronic disengagement from school for targeted intervention by PT Inclusion and FESA to establish parental engagement group (Inclusion All Sept 2025)	1. Weekly attendance reviews 2. Plan of interventions designed by PT Inclusion 3. Bi- weekly Quality Assurance by SLT 4. Monthly attendance report 5. Numbers of identified groups		
Increase the number of young people who feel that the school helps them to become confident individuals from 55.39% to 60%	1. CIRCLE Framework CLPL to staff and Professional Enquiry (T1, T2, T3 CC) 2. Differentiation improvement group and practitioner Enquiry (AR 2025) 3. GIRFEC Planning QA (SLT T1, T2, T3) 4. Promoting staff Self Evaluation 5. Delivery and implementation of staff training: Mental Health; Solihull; Restorative (PM May 2026)	1. Feedback from improvement groups 2. Introduce Wellbeing Surveys and action interventions to support young people 3. Class observations 4. Learning Walks 5. Self Evaluation surveys		
Improving young people's view on how well the school deals with Bullying from 30% approval	1. Focus groups on safety and anti bullying (JR T1, T3) 2. Refreshed PSHE materials on Bullying (JR May 2026) 3. Self evaluation of PSHE materials (JM April 26)	1. House council feedback 2. PSHE Self Evaluation 3. Pupil Feedback 4. PSHE Audit 5. Self Evaluation Surveys		

	4. Health and Wellbeing outcomes audited for all courses to identify appropriate outcomes in particular subject areas (JM T1, T3)			
Increase the number of young people who feel like valued members of our community. Pupil Voice survey: *Those feeling important 30% and Valued members of the community 55.39%*	1. Introduce House points System (JM Sept 26) 2. Increase communication home through Monitoring and Tracking (PTPS All, T1,T2, T3) 3. Increase recognition of achievement 4. Increase presentation of Saltire Awards (CC T1, T2, T3) 5. Improved access to PTPS to improve number of young people having access to someone when they need support	1. House Points feedback and engagement 2. Parent and pupil feedback 3. Award Assemblies participations and data 4. Wider achievement figures 5. Self Evaluation surveys		
Increase the culture of high expectations and increased practitioner confidence through the commitment to ensuring Wellbeing and Equity. *Improve on the development of differentiated tasks (68%) increase the number of GIRFme plans to support learning (88%)*	1. Practitioner enquiry group focusing on Differentiation (AR T1, T2, T3) 2. Improve universal supports in the classroom using the CIRCLE Framework (CC T1, T2, T3) 3. Further embed the use of GIRFME planning in day-to-day lesson design and learner conversations. (PTPS All) 4. Increase and improve learning conversations with all young people 5. Use learning visit data and pupil voice to inform ongoing professional dialogue and self-evaluation. (JM T1, T3)	1. Group feedback 2. Lesson observations 3. Practitioner Enquiry feedback 4. Self Evaluation returns from CIRCLE framework 5. CID information Spreadsheet 6. Learning Walks 7. GIRFEC overview information		
Achieve RRS Gold Award by May 2026	MM 2026			

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?	All young people achieve their full potential through a curriculum and support structure that secures consistently high attainment and sustained improvement against our comparators.
Person(s) Responsible Who will be leading the improvement?	**U Johnston**

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

NIF Priority: 3/4/5	NIF Driver: 6
NLC Priority: 1/2/4	QI: 3.2 Raising Attainment and Achievement
PEF Intervention: 1/4/5/6/7/8/11/12	Developing in Faith/UNCRC: 2 /Article 28 & Article 29

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

The school is committed to raising attainment and ensuring that all young people are equipped with the knowledge, skills, and qualifications to achieve their aspirations and succeed in sustained, positive destinations. To achieve this, our improvement plan is underpinned by the principles of equity, excellence, and learner-centred pathways. The following priorities have been identified through self-evaluation, data analysis, and consultation with staff, pupils, and partners.

Our current curricular structure requires renewal to better meet the diverse needs and aspirations of learners. A curriculum review will place pupils at the centre of planning and ensure equity of opportunity by expanding the range of SCQF-accredited courses across Levels 5–7. This will improve breadth of choice, depth of learning, and ensure progression routes are available for all learners. A particular focus will be on increasing the proportion of young people achieving at Level 6 and 7 in the senior phase, with an expected improvement of 5% in SCQF tariff points.

High-quality data and consistent use of tracking are central to raising attainment. At present, attainment databases are underused by staff and lack the functionality to drive targeted action. A redesign of the databases will make them accessible, user-friendly, and strategically aligned with profiling and intervention needs. This will strengthen staff capacity to track progress, identify underachievement early, and implement rigorous interventions for all learners.

National benchmarking data indicates a gap in conversion rates from 3+ to 5+ National 5 awards. To address this, a renewed focus will be placed on supporting borderline learners, particularly within the middle 60% cohort, with early identification and timely intervention. This will allow departments to focus support where it is most impactful and return attainment to at least 2023 levels (54%).

To ensure interventions are effective, early tracking points must be accurate and aspirational. Departments will be supported to adopt enhanced tracking measures that raise expectations and inform interventions. By maximising aspirational target setting and embedding the use of robust data, departments will provide earlier and more reliable information to guide teaching and learning.

Mentoring and targeted support have already yielded positive outcomes, particularly for the middle 60% of learners. To maximise impact, strategies will be systematically reviewed and evaluated to identify those with greatest effectiveness. Refining our approaches will ensure consistency and measurable improvement in attainment, with a target of a further 5% increase for this key cohort.

Literacy and numeracy are essential skills for learning, life, and work. Using the Post-16 and SDS Data Hub, we will identify young people at risk of leaving school without achieving Level 5 Literacy and Numeracy. This will allow targeted interventions to be put in place to raise attainment in these fundamental areas. The ambition is to achieve 78% of S4 leavers, 88% of S5 leavers, and 100% of S6 leavers attaining Level 5 Literacy and Numeracy, ensuring improved life chances and sustained positive destinations.

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By May 2026, Senior Phase learners have access to broader subject choice across all curricular areas	1. Lead a structured curriculum review, consulting with staff, learners, parents, and partners. Map current offer against pupil needs and national guidance; increase SCQF course availability (e.g., Foundation Apprenticeships, NPA awards **(SLWG/TERM 1)** 2. Analyse attainment patterns and gaps in progression to L6/L7. Use this evidence to shape subject offer and ensure pathways directly target improved SCQF outcomes. **(SLWG/UJ/TERM 2)** 3. Embed curricular conversations within option choices and profiling, ensuring aspirations are supported and all pupils are guided towards appropriate, ambitious pathways. **(PTPS/PTC/FEB26)** 4. Continue to audit departmental course offers to identify potential for expansion into L6/L7 courses and strengthen progression routes. **(SLWG/TERM1)** 5. A Curriculum Review Working Group with a timeline, ensuring DYW, SDS, and wider partners inform planning. **(SLWG/DYW/SDS/UJ/TERM 1)**	1. Evaluation activities from inward and outward perspectives leading to a proposal for consultation 2. Termly monitoring of the proportion of pupils undertaking L6/L7 courses and analysis of tariff points uplift. Increase in the number and range of new courses offered at SCQF L6/L7 and pupil uptake and progress 3. Appropriate learner pathways through option choices, ensuring equity of access across all groups to improve option satisfaction. 4. Review annually through QA calendar using attainment data, pupil/parent voice, and staff feedback. 5. Timeline; plans; reports; proposals; consultation results; staffing and coursing plans		

By November 2025, all young people can accurately identify their current level and next steps in learning **By October 2025, learner tracking databases will be redesigned and implemented so that 100% of Senior Phase learners are monitored at each tracking point, enabling earlier and more accurate identification of progress and needs.**	1. Redesign of databases to ensure they are user-friendly, align with school tracking/QA systems being piloted in 25/26, and allow for rigorous monitoring of individual and cohort progress and to support learner feedback. Provide training for staff in effective use. **(KMCC/OCTOBER)** All departments to update blog content to clearly outline course planners and links to relevant SQA guidance and specification documents **(All depts/Sept)**	1. Staff uptake and confidence – recorded through training registers, CPD records and post-training surveys Consistency of use – recorded through QA reports, link meeting minutes and sampled attainment meeting records Quality of data – recorded through database audit reports, spot checks of accuracy and timeliness, and analysis of missing data rates Learner impact – recorded through learner voice surveys, focus groups and feedback logs from mentoring conversations Improved monitoring – recorded through intervention logs, early warning flags in the database and follow-up action records by PTs and DHTs		
	2. Develop enhanced tracking data to inform pastoral support, parental engagement, and targeted interventions for individual learners. **(UJ/SEPT)**	2. All staff trained and confident in using the new database (evidenced through evaluations/feedback) Consistent use of the system across all faculties to track progress and inform interventions (monitored through QA/link meetings) Data is accurate, up to date, and supports learner conversations and feedback Pupils can articulate their progress and next steps, using evidence from tracking Early identification of at-risk learners is evident, with timely interventions recorded Progress data shows measurable improvement in target groups (e.g. narrowing gaps, uplift in Literacy/Numeracy and tariff points)		

	3. Engage in training and implementation of newly designed attainment databases to embed the use of databases to inform departmental interventions. **(All Staff/NOV)**	3. Staff participate in training and demonstrate confidence in using the new attainment databases Departments consistently use databases to plan and implement interventions Evidence from QA and departmental link meetings shows that data is informing decision-making and classroom practice Learners report that interventions are timely and clearly linked to their progress data Analysis of departmental data shows improved tracking of progress and more effective interventions across target groups		
	4. Implement a review in line with QA calendar to ensure database redesign meets school-wide needs and is integrated with reporting, option choices, and profiling systems. **(KMCC/UJ/MAY 26)**	4. The review is carried out in line with the QA calendar and outcomes are documented Feedback from staff, learners, confirms that the redesigned database meets school-wide needs The database is fully integrated with reporting, option choices, and profiling systems Evidence from QA and link meetings shows the system is being used consistently and effectively Processes for reporting, option choices, and profiling are more streamlined and efficient as a result of integration		

By June 2026, the conversion rate of S5/6 learners on track with achieving National 5 A–C passes to Higher A–C passes will increase from 77.56% to 90%. This will be achieved through targeted interventions focused on converting learners currently on track for a D grade to achieving an A–C pass at Higher level. **By May 2026, S4 5 candidates will be on track to achieve 5+ N5 will increase to 54% from a base line of 48.7%**	1. Implementation of a new tracking approach led by PT Raising Attainment to be reviewed and actioned monthly following each tracking period by PTPS, SLT to enhance parental engagement and interventions. **KMcC/RW/UJ/SEP 25)** 2. All staff will be aware of the targeted young people with lists of learners needing targeted support. (KMCC/RW/CC**SEPT 25**) 3. Provide individual mentoring and parental engagement for borderline learners to encourage motivation, organisation, and resilience. (KMcC/RW/**Sept 25**)	1. Monitor conversion rates from 3+ to 5+ National 5 awards **at each tracking point** and compare against target (54%). 2. Track progress of mentored pupils, using profiles, pupil surveys and pastoral notes to assess impact on confidence and achievement. 3. Use regular attainment meetings to review data on the middle 60% cohort and adjust interventions as needed.		

| By November 2025, all young people to benefit from earlier, more accurate tracking and interventions after each new tracking period and experience improvements in S5 at Level 5 by 5%. | 1. By October/November all staff will be trained on using enhanced tracking data effectively to empower and support teacher professionalism in setting realistic but aspirational targets with PTC leading consistency checks across departments. (UJ/Nov 25)

2. Create early tracking data to inform mentoring conversations, pupil profiles, and parental communication, ensuring learners are supported to meet their targets. (UJ/Sept 25)

3. Implement regular SLT/PT attainment reviews following each new tracking period to identify cohorts of young people who require further intervention. (UJ/Sept 25)

4. Monitor quality and consistency of early tracking entries across the school through QA calendar through Attainment Meetings with PT Curriculum. (UJ/Sept 25) | 1. Monitor departmental progress in link SLT meeting aspirational targets and track the proportion of pupils on or above target at each point to evaluate effectiveness of interventions.
Audit early tracking to focus on pupil pathways and appropriate coursing through Data analysis

2. Use surveys to track learner engagement and confidence through mentoring records and feedback conversations.

3. Evaluate data post tracking through attainment meetings

4. Comparison of tracked attainment and actual attainment (SQA results 2026) are reflected in final outcomes. | | |

By Aug 2026, improved attainment in SQA examinations by 5% for the middle 60% to enhance equity across the cohort and opens greater access to Senior Phase and post-school pathways.	1. Evaluation of existing intervention strategies (study support, mentoring, parental engagement, tutoring). Identify those yielding best results and share across departments. (RW/KMC/Nov/Jan/May)	1. Evaluation of existing intervention strategies is completed and evidence gathered on impact Clear identification of which strategies yield the strongest outcomes is documented Good practice is shared systematically across departments Staff can demonstrate how effective strategies have been adapted and applied in their own contexts Tracking data and QA evidence show improved consistency and effectiveness of interventions across the school		
	2. Strengthen mentoring programmes for the middle 60% cohort, ensuring consistent, regular conversations with learners and early parental involvement. (RW/KMcC/Oct)	2. Mentoring programmes are in place and consistently delivered to the middle 60% cohort Records show that regular learning conversations take place with identified pupils Parental involvement is evident from the early stages of mentoring interventions Feedback from pupils and parents indicates improved support and clearer understanding of progress and next steps Tracking data shows improved engagement, confidence, and attainment for the targeted cohort		
	3. Implement revised intervention strategies to consistency and timely application. (PTC/Nov)	3. Revised intervention strategies are clearly documented and communicated to staff Staff apply interventions consistently and within agreed timescales Evidence from QA and link meetings shows timely and effective implementation across departments Learner and parent feedback reflects improved clarity and responsiveness of support Tracking data demonstrates earlier identification and improved outcomes for pupils receiving interventions		

	4. Share impact and best practice through attainment meetings. (RW/KMcC/UJ/Oct)	4. Attainment meetings include regular opportunities to share impact and best practice Departments can evidence how shared strategies have been applied in their own contexts QA and link meeting records show increased consistency in attainment-focused approaches across faculties Staff feedback reflects improved collaboration and confidence in using effective strategies Tracking data demonstrates positive impact on learner progress where best practice has been adopted		
By October 2026 improve outcomes for pupils' post-school destination from a baseline of 96%. **Track attainment and achievement with a particular focus on all young people at risk of leaving school without Level 5 Literacy and Numeracy are identified and supported**	1. Analyse Post-16 and SDS Data Hub information to create targeted list of young people at risk of not achieving Level 5 Literacy and Numeracy to share with PT English, Maths, Raising Attainment and DYW. (SMcK/Oct) Develop approach to track achievement more robustly (PT DYW/PT RA (BGE) Oct)	1. Post-16 and SDS Data Hub information is analysed accurately and on time A targeted list of young people at risk of not achieving Level 5 Literacy and Numeracy is created and kept up to date PT English, PT Maths, PT Raising Attainment and PT DYW receive and act on the information consistently Interventions are recorded and linked to the identified pupils Tracking data shows increased proportions of targeted learners achieving Level 5 Literacy and Numeracy		
	2. PT Inclusion, English and Maths identify and implement targeted interventions for at-risk learners. (CC/PTC/Sept)	2. Tracked assessment evidence, prelim results, and interventions for identified pupils.		
	3. Coordinated pastoral and mentoring support, including parental engagement, mentoring and study skills to motivate and monitor learners. (KMcC/RW/Oct)	3. Record mentoring interventions and evaluate through learner feedback and pastoral notes.		

4. PT DYW to link learners to pathways where Literacy and Numeracy are essential for employment and apprenticeships, (SMcK/Nov)	4. Track post-school destinations of identified learners, ensuring Literacy and Numeracy attainment aligns with successful transition.	
5. PT DYW and SDS to align interventions with destination planning. (SMcK/PMcB/Dec)	5. Minutes and action points from joint meetings between PT DYW and SDS staff show coordinated planning Shared intervention logs such as spreadsheets, tracking notes or SEEMiS records evidence targeted support Learner destination plans or updated career/action plans reflect alignment of interventions with pupil goals Follow-up tracking links interventions to learners' chosen pathways and sustained destinations	

Final evaluation (for submission):

NORTH LANARKSHIRE COUNCIL

EDUCATION & FAMILIES
EQUITY PLAN 2025-26
(Internal recording; random sampling of PEF/Equity Plans
will continue throughout the session).

	RATIONALE FOR EQUITY (PEF) PLAN			
Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**. Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.				
Link to Improvement Plan	**Detailed Costings**	**Priority/Description**	**Intended Outcome/Impact** Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	**Evidence/Measures** Please indicate what evidence you are going to collect to show impact and progression.
2/3	**£17,638**	**1 x 0.2FTE on temporary contract**	**Specialist staff to support literacy interventions for targeted group of S1/2 pupils**	• **Baseline assessments** • **Cohort identification** • **Progress assessments**
2/3	**£17,638**	**1 x 0.4FTE on temporary contract**	**Specialist staff to support attendance, wellbeing and attainment of targeted pupils (individual and groups)**	• **Cohort identification** • **Baseline data: attendance; attainment; wellbeing** • **Ongoing progress assessments**
2/3	**£34,850**	**Matched-funded additional teacher**	**Increased staffing capacity to allow wider group of teachers to support targeted interventions of learning, wellbeing or attainment**	• **Outline of initiatives and interventions staff member are involved in** • **Baseline and progress data captured as part of these initiatives/interventions**
	£5,292	**NLC Administration of PEF**		
1/2/3	**£12,782**	**Targeted interventions as planned by new Extended Strategic Leadership Team (PT Inclusion; PTs Raising Attainment; PT LTA)** **For example:** - **Magic Breakfast (staff/food)** - **JOE's space resources** - **Rising Stars Mentoring programme interventions** - **Learning and Teaching CLPL (e.g. Coopereative Learning)**	**As outlined in improvement plan**	**As outlined in improvement plan**

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
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 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 Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy	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 **PEF INTERVENTIONS** 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact **EDUCATION AND FAMILIES' PRIORITIES** 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	**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 ; 5. Improvement in attainment, particularly in literacy and numeracy. **NIF Drivers** 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 **NIF Outcomes** 1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning

Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	**A QUALITY FRAMEWORK FOR ELC** **1 Leadership** 1.1 Leadership and management of staff and resources 1.2 Staff skills, knowledge, values and deployment 1.3 Leadership of continuous improvement **2 Children thrive and develop in quality spaces** 2.1 Children experience high quality spaces **3 Children play and learn** 3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment **4 Children are supported to achieve** 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality 4.3 Children's progress 4.4 Safeguarding and child protection	and a culture of dignity and respect for all. 7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Developing In Faith
Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.