

# North Lanarkshire Council Report

## Education, Children and Families Committee

Does this report require to be approved?  Yes  No

Ref BS/MOH

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## Performance Update

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### Executive Summary

North Lanarkshire Council is committed to ensuring excellence and equity and to improving outcomes for children and families.

This report provides the Education, Children and Families Committee with an update on North Lanarkshire's performance last session (2024-25), across key measures including:

- Attainment within the Broad General Education (from early learning and childcare to end of S3) measured via Achievement of a Level (ACEL) data
- Attendance and Exclusion
- Teacher Numbers and Pupil Teacher Ratio (PTR)

The report includes local authority comparison data compiled from National statistics published in December 2025. This data is available via Insight and the link below.

- [Insight](#)
- [School education statistics - gov.scot](#)

The report also provides committee with a summary of HMIE and Care Inspectorate Inspection Outcomes for session 2024-25.

Where applicable, the report will outline impact, progress to date, and identify planned next steps.

### Recommendations

It is recommended that the Education, Children and Families committee:

- (1) Endorses the various updates contained within this paper.

### The Plan for North Lanarkshire

Priority

Support all children and young people to realise their full potential

Ambition statement	(6) Raise attainment and skills for learning, life, and work to enhance opportunities and choices
Programme of Work	Brighter Futures

## 1. Background

- 1.1 Local authorities have a duty to improve standards in education, challenging and supporting educational establishments to ensure continuous improvement. North Lanarkshire's (NL's) quality improvement (QI) framework, updated in session 2022-23, empowers school leaders to secure continuous improvement while providing assurance to stakeholders on the quality of education provided for learners.
- 1.2 This report will outline some of the key strategies implemented this session to further support the QI framework and facilitate improvement across NL's educational establishments. Education and Families Managers manage the implementation of this framework, reporting to the Senior Education & Improvement Managers and Chief Officers.

## 2 Report

### Attainment within the Broad General Education

- 2.1 Scotland's curriculum, Curriculum for Excellence (CfE), is divided into two phases: the broad general education (BGE) and the senior phase. The BGE has five levels (Early, First, Second, Third and Fourth). It begins in early learning and childcare and continues to the end of S3 (the third year of secondary school). As illustrated in the table below, broadly speaking at the primary stages, progress through a level can take up to three years, although the curriculum is designed to allow pupil progress to be accelerated to ensure breadth, depth and challenge, across and within levels.

CfE Level	Stage
<b>Early</b>	The final two years of early learning and childcare before a child goes to school and Primary 1, or later for some.
<b>First</b>	Primary 2 to Primary 4, but earlier or later for some.
<b>Second</b>	Primary 5 to the end of P7, but earlier or later for some.
<b>Third/Fourth</b>	S1 to S3, but earlier or later for some.

- 2.2 Achievement of a Level (ACEL) data is the measure of attainment within the Broad General Education (from early learning and childcare to end of S3). ACEL data is based on Teacher Professional Judgement (TPJ) of a pupil's attainment in literacy (listening and talking, reading and writing) and numeracy for all pupils at P1, P4, P7 and S3. This data is collected by the Scottish Government at the end of each academic session and published, nationally, in December.
- 2.3 Following publication, analysis and interrogation of the data supports and informs the Service's strategic improvement planning for next session and beyond and allows us to track our performance in relation to national averages. It also allows us to compare our performance with other local authorities, particularly those within the West Partnership and Family Groups.
- 2.4 North Lanarkshire's family group for Children, Social Work and Housing indicators consists of the following local authorities: Na h-Eileanan Siar, Inverclyde, Dundee City, West Dunbartonshire, Glasgow City, East Ayrshire and North Ayrshire. These councils

are grouped by the type of population they serve, e.g., level of deprivation and affluence.

2.5 The data is shared with Education and Families Managers and Heads of Establishments to support improvement discussions, attainment reviews and assist planning to raise attainment and to close the poverty related attainment gap.

### P1,4 and 7 combined data for Literacy and Numeracy

2.6 The tables below show NL's performance over time. They also provide a comparison between NL's performance, the national average performance and performance beside our Family Group authorities.

2.7 To achieve a level in overall literacy and numeracy, pupils must achieve across all organisers within the curriculum area. In its broadest sense, an organiser is a distinct aspect of the overarching curriculum area. For example, literacy has three main organisers: Listening and Talking, Reading, and Writing. To achieve the level, a pupil must be assessed as having achieved the expected level in all three organisers. The tables below refer to achievement of an overall level.

### Early Level (P1)

Percentage of P1 pupils achieving Early Level in <b>Literacy</b> - LA comparison data					
Session	2020-21	2021-22	2022-23	2023-24	2024-25
Inverclyde	78.45	79.24	81.02	80.90	81.80
East Ayrshire	63.77	75.06	73.32	78.53	81.08
Na h-Eileanan Siar	71.72	74.44	78.30	78.85	78.15
North Lanarkshire	71.19	73.59	78.09	77.82	76.53
Scotland	70.76	74.02	75.70	76.87	76.43
Dundee City	71.12	74.09	72.27	74.45	75.62
West Dunbartonshire	67.47	72.81	76.21	75.84	73.43
North Ayrshire	63.12	69.70	71.23	72.00	70.29
Glasgow City	68.40	70.19	70.64	68.55	68.06

Percentage of P1 pupils achieving Early Level in <b>Numeracy</b> - LA comparison data					
Session	2020-21	2021-22	2022-23	2023-24	2024-25
East Ayrshire	76.25	85.47	86.27	87.27	88.21
North Lanarkshire	82.59	84.61	86.62	86.20	86.60
Inverclyde	85.28	84.77	88.19	86.00	84.59
Scotland	81.07	83.59	84.71	84.88	84.56
Dundee City	81.39	83.13	83.84	83.62	84.20
Na h-Eileanan Siar	85.86	81.95	87.74	81.73	84.03
West Dunbartonshire	79.12	82.48	85.45	85.41	83.96
Glasgow City	79.05	80.65	79.70	77.87	77.91
North Ayrshire	74.07	80.34	81.56	81.51	77.37

2.8 Comparison with national and local authority data shows that, over the past five years, North Lanarkshire has consistently performed above the national average in both literacy and numeracy at P1. Achievement in numeracy continues to exceed that of literacy.

### First Level (P4)

Percentage of P4 pupils achieving First Level in <b>Literacy</b> - LA comparison data					
Session	2020-21	2021-22	2022-23	2023-24	2024-25
Na h-Eileanan Siar	66.46	69.74	70.14	68.75	80.99
East Ayrshire	45.16	61.67	64.45	68.16	74.84
Inverclyde	62.35	68.83	74.16	77.08	73.51
Dundee City	65.42	66.06	70.62	71.93	73.09
Scotland	63.78	67.19	69.74	71.38	72.09
North Lanarkshire	65.10	69.39	71.57	72.54	71.04
West Dunbartonshire	56.67	69.39	72.44	70.05	69.80
Glasgow City	62.37	64.83	66.84	66.74	66.61
North Ayrshire	53.03	64.02	65.42	64.84	64.47

Percentage of P4 pupils achieving First Level in <b>Numeracy</b> - LA comparison data					
Session	2020-21	2021-22	2022-23	2023-24	2024-25
Na h-Eileanan Siar	74.26	75.09	77.11	75.62	82.00
Inverclyde	71.50	78.01	83.46	82.32	81.55
Scotland	71.59	74.93	76.86	78.05	77.92
Dundee City	75.49	72.74	76.08	79.05	77.86
East Ayrshire	52.51	69.25	72.92	74.82	77.30
North Lanarkshire	72.21	76.82	77.31	79.47	76.75
West Dunbartonshire	66.60	75.49	77.72	76.72	75.55
Glasgow City	70.08	73.04	73.90	73.89	73.19
North Ayrshire	59.73	72.49	72.17	73.52	70.25

2.9 Achievement of a level data for First Level (P4) literacy and numeracy shows a slight decline from session 2023–24, with North Lanarkshire now approximately one percentage point below the national average in both areas. Despite this, literacy performance has remained broadly stable over the past three years, with a notable improvement since 2020–21. Numeracy performance in North Lanarkshire has also

remained relatively strong over the past four years, consistently above 75%; however, this session shows the largest dip at the primary stages, specifically in P4 numeracy.

## Second Level (P7)

Percentage of P7 pupils achieving Second Level in <b>Literacy</b> - LA comparison data					
Session	2020-21	2021-22	2022-23	2023-24	2024-25
Na h-Eileanan Siar	60.47	76.28	82.95	82.37	80.51
Inverclyde	64.37	73.19	74.66	72.13	77.40
North Lanarkshire	69.57	73.71	76.79	75.11	76.47
East Ayrshire	48.85	64.20	67.41	67.07	75.39
Scotland	66.35	70.55	72.97	73.98	75.22
West Dunbartonshire	63.81	72.03	72.17	71.36	73.20
Dundee City	67.91	69.77	74.17	74.95	73.01
Glasgow City	65.72	69.78	71.21	69.60	70.66
North Ayrshire	59.91	68.36	68.91	69.34	69.91

Percentage of P7 pupils achieving Second Level in <b>Numeracy</b> - LA Comparison data					
Session	2020-21	2021-22	2022-23	2023-24	2024-25
Inverclyde	68.40	77.92	79.12	77.30	81.23
East Ayrshire	56.99	72.13	74.38	74.34	79.69
Na h-Eileanan Siar	62.40	80.59	84.85	80.22	78.68
Scotland	71.90	75.69	77.69	78.49	78.89
North Lanarkshire	73.96	77.12	80.27	78.56	78.42
West Dunbartonshire	70.39	76.80	78.02	77.09	78.00
Dundee City	74.18	74.33	77.18	78.02	77.23
Glasgow City	71.17	73.82	75.43	74.12	75.01
North Ayrshire	68.70	74.25	74.54	74.40	74.25

2.10 The overall achievement of Second Level in P7 literacy shows that North Lanarkshire has remained above the national average across the past five years. Numeracy performance is broadly in line (<0.5pp difference) with both the national average and the 2023–24 results.

2.11 As well as reporting on stage specific information, Scottish Government also report on P1, 4 and 7 combined achievement of a level data for the primary stages, as illustrated below. This provides a broad picture of combined performance for the BGE primary stage.

Percentage of P1, P4 and P7 pupils reaching expected CfE levels in <b>Literacy</b> with LA comparison						Percentage of P1, P4 and P7 pupils reaching expected CfE levels in <b>Numeracy</b> with LA comparison					
Session	2020-21	2021-22	2022-23	2023-24	2024-25	Local Authority	2020-21	2021-22	2022-23	2023-24	2024-25
Na h-Eileanan Siar	64.47	74.06	78.40	78.54	80.11	Inverclyde	74.55	80.17	83.30	81.66	82.32
Inverclyde	67.90	73.74	76.38	76.49	77.28	East Ayrshire	61.66	75.43	77.54	78.51	81.53
East Ayrshire	52.40	66.83	68.23	70.99	76.97	Na h-Eileanan Siar	71.22	78.69	82.23	78.69	80.97
North Lanarkshire	68.61	72.23	75.47	75.05	74.68	North Lanarkshire	76.12	79.39	81.31	81.19	80.42
Scotland	66.88	70.54	72.74	73.99	74.53	Scotland	74.69	77.95	79.60	80.29	80.30
Dundee City	68.04	69.96	72.40	73.79	73.85	Dundee City	76.85	76.65	78.89	80.03	79.62
West Dunbartonshire	62.45	71.40	73.49	72.25	72.10	West Dunbartonshire	71.77	78.18	80.19	79.44	78.97
Glasgow City	65.47	68.27	69.56	68.30	68.47	Glasgow City	73.36	75.79	76.27	75.22	75.30
North Ayrshire	58.60	67.31	68.46	68.56	68.22	North Ayrshire	67.36	75.50	75.86	76.16	73.87

2.12 Analysis of NL's overall combined P1, 4 and 7 results indicate that levels of achievement are broadly in line/marginally higher (<0.5pp difference) than the national average in literacy and numeracy. Locally and nationally, attainment in numeracy is higher than attainment in literacy, at the primary stages.

## Performance within CFE Organisers – Primary

2.13 The table below presents attainment data across the literacy and numeracy organisers, which provides valuable insight to inform the service's strategic planning, including staff training and the allocation of support.

Organiser	2018	2019	2021	2022	2023	2024	2025
<b>Primary 1 (% achieving expected CfE levels)</b>							
Listening & Talking	84.1	84.59	81.06	85.65	87.38	87.41	86.85
Reading	76.7	80.14	75	77.59	80.63	80.76	79.90
Writing	74.1	78.57	73.99	76.5	80.4	80.04	78.35
Numeracy	83.4	85	82.6	84.6	86.6	86.20	86.60
<b>Primary 4 (% achieving expected CfE levels)</b>							
Listening & Talking	81.6	81.88	80.1	83.68	86.99	88.02	86.82

Reading	73.6	73.96	72.6	75.3	78.47	80.19	78.56
Writing	68.6	70.29	67.17	70.9	73.45	73.89	72.64
Numeracy	73.1	75.7	72.2	76.8	77.3	79.47	76.75
<b>Primary 7 (% achieving expected CfE levels)</b>							
Listening & Talking	79.5	83.25	81.42	85.04	86.86	87.71	88.46
Reading	75.8	78.21	76.21	80.89	83.17	83.95	82.63
Writing	71.9	74.05	71.27	75.68	77.9	76.73	77.59
Numeracy	71.4	75.8	74	77.1	80.3	78.56	78.42

2.14 Across the primary stages, attainment in Curriculum for Excellence (CfE) organisers shows a broadly positive long-term trend, with some variation across years and stages.

### Primary 1

2.15 At P1, performance across all organisers has remained consistently strong over the seven-year period. Listening and Talking has shown steady improvement, rising from 84.1% in 2018 to a high of 87.41% in 2024, with only a marginal dip to 86.85% in 2025. Reading and Writing follow a similar pattern: both dipped in 2021 but recovered steadily thereafter, peaking in 2023 before a slight decrease in 2025. Numeracy continues to be a high-performing area, remaining consistently above 82% throughout and reaching 86.60% in 2025. Overall, P1 data reflects stable and improving attainment, with only minor year-on-year fluctuations.

### Primary 4

2.16 For P4 pupils, Listening and Talking shows a clear upward trajectory, strengthening from 81.6% in 2018 to 88.02% in 2024 before a slight fall to 86.82% in 2025. Reading and Writing improved from 2021 onwards, reaching their highest levels in 2023–24 before dipping slightly in 2025. Numeracy also shows generally positive progress over time, increasing from 73.1% in 2018 to 79.47% in 2024. Although, in common with literacy organisers, it declines somewhat in 2025. Overall, while the 2025 results indicate a slight dip across most organisers, the longer-term trend reflects improvement and recovery since 2021.

### Primary 7

2.17 By P7, Listening and Talking continues to strengthen steadily each year, rising from 79.5% in 2018 to 88.46% in 2025. Reading and Writing show similar upward movement over the period, with gains of around 7–9 percentage points between 2018 and 2025. Both organisers reach their highest levels around 2023–24 before a small reduction in 2025. Numeracy shows strong improvement from 71.4% in 2018 to a peak of 80.3% in 2023, followed by a slight decrease in 2024 and 2025. Overall, P7 data demonstrates sustained progress over time, particularly in Listening and Talking and Reading, with only small recent dips that align with national post-pandemic patterns.

### Alignment with National Patterns

2.18 Overall, North Lanarkshire's patterns of attainment across stages and organisers, broadly mirror national trends across the primary stages. National ACEL data in recent years has shown steady recovery following the dip observed in 2020–21, with literacy and numeracy generally improving year-on-year before levelling off or dipping slightly in 2024–25. This reflects the post-pandemic stabilisation noted across Scotland. The slight decreases in P1 and P4 literacy in 2025, and P4 numeracy, broadly reflect similar

fluctuations nationally, where progress has slowed after several years of improvement. The continued strength of Listening and Talking, and the relatively higher performance in numeracy compared with literacy at P1, are also consistent with national patterns. Overall, North Lanarkshire’s long-term trajectory aligns closely with national performance trends while maintaining performance that is broadly in line with, or above, Scotland’s averages in key areas.

### Combined data for Literacy and Numeracy S3

- 2.19 The table below shows NL’s ACEL performance, at the S3 stage (Third year in secondary). It highlights learners’ attainment at CfE 3<sup>rd</sup> and 4<sup>th</sup> level. It also provides a comparison between NL’s performance, the national average performance and performance beside our Family Group of local authorities.
- 2.20 Notably, as explained in 2.11 above, at the S3 stage, schools are asked to report on two Curriculum for Excellence levels; CfE 3<sup>rd</sup> and 4<sup>th</sup> level. S3 is a transition stage, and schools are preparing pupils to make a smooth transition from the BGE curriculum into the senior phase i.e., courses leading to qualifications, other awards and work-based learning, as appropriate to their needs.
- 2.21 Nationally produced guidance from the Scottish Government states that in S3, young people should have opportunities to complete their entitlement to a BGE, including all the Experiences and Outcomes to third level, across all curriculum areas. They should also have the opportunity to specialise and extend their learning into CfE fourth curriculum level and beyond wherever they are capable of doing so.

### S3 – Third Level

Percentage of Pupils achieving 3rd level or better in <u>Literacy</u> with LA comparison					Percentage of Pupils achieving 3rd level or better in <u>Numeracy</u> with LA comparison				
Session	2021-22	2022-23	2023-24	2024-25	Session	2021-22	2022-23	2023-24	2024-25
Na h-Eileanan Siar	87.81	94.14	91.67	92.33	West Dunbartonshire	88.11	87.92	85.15	90.99
Inverclyde	88.60	87.53	89.96	91.67	<b>Scotland</b>	<b>89.07</b>	<b>89.55</b>	<b>90.32</b>	<b>90.86</b>
<b>North Lanarkshire</b>	<b>85.15</b>	<b>84.35</b>	<b>86.72</b>	<b>91.25</b>	Na h-Eileanan Siar	91.37	92.04	92.06	90.24
<b>Scotland</b>	<b>85.54</b>	<b>87.76</b>	<b>88.31</b>	<b>89.83</b>	Inverclyde	87.86	88.34	90.85	90.12
North Ayrshire	84.86	83.98	89.82	89.48	<b>North Lanarkshire</b>	<b>85.34</b>	<b>85.11</b>	<b>88.03</b>	<b>88.18</b>
East Ayrshire	81.55	85.25	86.49	89.32	Glasgow City	84.60	87.13	87.55	88.18
West Dunbartonshire	82.38	87.11	91.95	89.13	East Ayrshire	89.94	88.74	89.10	87.76
Glasgow City	79.87	86.78	85.43	87.78	North Ayrshire	82.04	84.28	88.43	84.59
Dundee City	83.57	79.09	80.66	82.08	Dundee City	80.85	76.18	78.54	79.42

- 2.22 Achievement of third level or better in S3 for literacy shows that North Lanarkshire is above the national average level. Attainment in literacy at this level has improved by 4.53pp since last session (2023-24). NL Achievement of 3<sup>rd</sup> level or better in numeracy is below the national average but has improved by 0.15 pp since last session.

### S3 – Fourth Level

Percentage of Pupils achieving 4th level or better in <u>Literacy</u> with LA comparison				
Session	2021-22	2022-23	2023-24	2024-25
Na h-Eileanan Siar	60.22	78.62	63.10	77.35
Scotland	47.71	56.07	58.17	63.14
North Ayrshire	47.41	48.49	61.79	62.63
North Lanarkshire	36.39	42.26	48.19	60.32
East Ayrshire	48.35	55.91	54.43	58.62
West Dunbartonshi	43.58	54.92	61.09	58.62
Inverclyde	39.64	52.34	51.97	58.59
Dundee City	50.33	46.62	53.42	50.79
Glasgow City	32.45	45.71	41.25	46.79

Percentage of Pupils achieving CFE 4th Level or better in <u>numeracy</u> with LA comparison.				
Session	2021-22	2022-23	2023-24	2024-25
Scotland	59.30	62.98	65.14	67.99
North Lanarkshire	46.45	48.10	59.06	66.18
Na h-Eileanan Siar	51.08	64.01	60.32	65.85
East Ayrshire	64.36	65.17	57.48	62.72
West Dunbartonshire	50.19	58.06	58.35	62.53
Inverclyde	52.33	50.65	56.93	61.12
North Ayrshire	56.73	57.65	65.28	58.33
Dundee City	55.74	46.94	56.46	54.61
Glasgow City	46.82	51.88	47.17	53.79

2.23 Achievement of fourth level in S3 Literacy improved considerably, increasing by 12.13pp in 2024-25 when comparing to 2023-24. Although this remains below the national average, it shows progress in reducing the gap between NL and national attainment figures from 9.98pp in 2023-24 to 2.82 in 2024-25. Numeracy attainment is higher than in other family group authorities but remains just below the national average.

### Performance within CFE Organisers – Secondary – S3

2.24 As shown in the table below, at the S3 stage, NL's attainment has increased across all organisers for both Curriculum for Excellence (CfE) 3<sup>rd</sup> and 4<sup>th</sup> level.

S3 – CFE 3rd Level or Better							
	2018	2019	2021	2022	2023	2024	2025
<b>Listening &amp; Talking</b>	91.10%	90.77%		88.57%	88.08%	90.16%	92.84%
<b>Reading</b>	88.70%	90.09%		87.91%	87.57%	89.03%	92.45%
<b>Writing</b>	88.30%	89.09%		87.06%	87.65%	88.46%	92.43%
<b>Numeracy</b>	90.10%	85.00%		85.30%	85.10%	88.03%	88.18%
S3 – CFE 4th Level							
	2018	2019	2021	2022	2023	2024	2025
<b>Listening &amp; Talking</b>	47.42%	54.31%		44.01%	48.62%	54.21%	67.66%
<b>Reading</b>	44.92%	53.04%		43.67%	47.80%	52.19%	67.08%
<b>Writing</b>	44.18%	51.00%		40.60%	46.04%	51.43%	64.26%
<b>Numeracy</b>	57.58%	48.07%		46.45%	48.10%	59.06%	66.18%

(\*ACEL data was not collected at S3 in 2020 and 2021.)

2.25 S3 attainment shows a clear pattern of improvement across both literacy and numeracy. At 3<sup>rd</sup> Level or better, all literacy organisers continue to rise, reaching over 92% in 2025, with numeracy also improving to 88.18%. This reflects strengthening performance across the BGE and increasing consistency by the end of S3.

2.26 At 4<sup>th</sup> Level, progress is even more pronounced. Between 2023 and 2025, all organisers show substantial gains, with Listening and Talking and Reading increasing to around 67%, Writing rising to 64.26%, and Numeracy reaching 66.18%. These are the highest levels recorded across the time series and indicate improved depth of learning and stronger progression into the senior phase.

2.27 Overall, the data highlights sustained improvement at 3rd Level and accelerated progress at 4th Level, with significant year-on-year gains in 2024–25. This may be linked to last session’s work to improve moderation and resolve longstanding under-reporting issues highlighted in the previous performance paper.

**Cohort Comparison 2025-2022 Achievement of a Level (ACEL) Analysis**

2.28 Comparing data from 2025 with 2022 allows us to follow the progress of the same cohort of pupils as they advance through education, such as those moving from P1 to P4, P4 to P7 and P7 to S3 over four years.

	P1 2022	P4 2025	Change	P4 2022	P7 2025	Change	P7 2022	S3 2025	Change
L & T	85.65%	86.82%	1.17%	83.68%	88.46%	4.78%	85.04%	92.84%	7.80%
Reading	77.59%	78.56%	0.97%	75.30%	82.63%	7.33%	80.89%	92.45%	11.56%
Writing	76.50%	72.64%	-3.86%	70.90%	77.59%	6.69%	75.68%	92.43%	16.75%
Numeracy	84.61%	76.75%	-7.86%	76.82%	78.42%	1.60%	77.12%	88.18%	11.06%

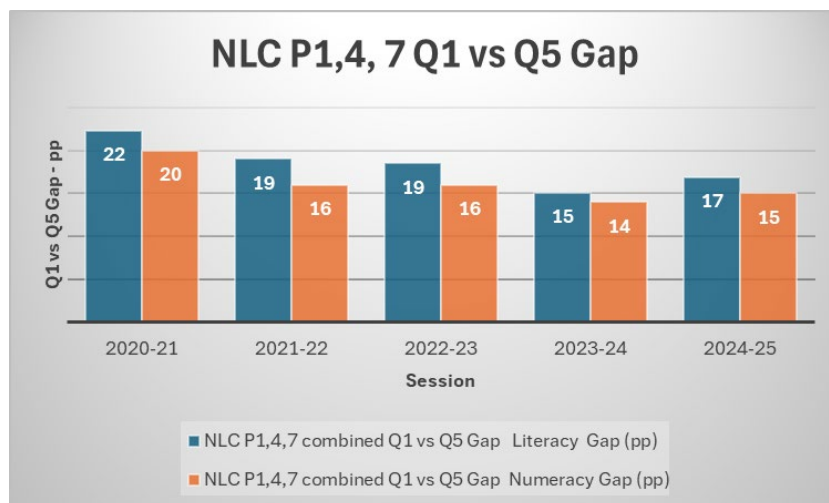
2.29 Overall, there is a positive upward trend across listening and talking and reading for P1 in 2022 who were P4 pupils in 2025. The trend is positive across all organisers for P4 to P7 and P7 to S3 cohorts when comparing ACEL levels in June 2025 with previously published attainment levels; indicating that schools are continuing to support learners to improve from previous levels of attainment. Addressing the dip in P1 to P4 writing and numeracy will continue to be a focus moving forward.

**Progress Towards Closing the Poverty Related Attainment Gap Over Time**

2.30 In line with national and local priorities, the service has a clear focus on removing barriers and closing the poverty related attainment gap. Within North Lanarkshire, a significant number of children and families live in areas of high deprivation with over 31.8% in Quintile1 (Q1); approximately 15,446 pupils from primary and secondary.

2.31 The latest national figures indicate that the poverty-related attainment gap continued to narrow, with the primary literacy gap reduced to its lowest recorded level (19.4pp) in session 2024-25. The primary numeracy gap also narrowed to its lowest recorded level (16.6), driven by improved attainment among pupils in Scottish Index of Multiple Deprivation (SIMD) Quintile 1. In session 2024-25, the S3 CfE 3<sup>rd</sup> level or better attainment statistics gap in literacy reduced from 12.7 to 10.8pp, and in numeracy from 12.0 to 11.6. These are the lowest levels on record, with greater improvement among pupils in the most deprived areas.

2.32 The table below summarises NL’s progress in closing the poverty related attainment gap at the primary stages. The gap between Q1 and Q5 learners in North Lanarkshire is below the national gap for P1,4,7 combined in literacy and numeracy.



2.33 In line with national guidance, we track and monitor our attainment gap by comparing the attainment of learners living in Quintile 1 (Q1 – most deprived) with learners living in Quintile 5 (Q5 – least deprived). The table below illustrates our progress from 2018-2025 across each of the organisers for literacy and numeracy, as collected at the key ACEL stage of P1, P4, P7 and S3. Gap data for 2024-25 has been compared with 2023-24 gap data and colour coded green where the gap has reduced, and red where the gap has increased.

	ELT			ER			EW			N		
	SIMD Q1	SIMD Q5	Gap	SIMD Q1	SIMD Q5	Gap	SIMD Q1	SIMD Q5	Gap	SIMD Q1	SIMD Q5	Gap
<b>P1</b>												
2024-25	80.26%	95.22%	14.96%	71.89%	91.08%	19.19%	69.16%	91.72%	22.56%	80.00%	93.63%	13.63%
2023-24	80.90%	91.26%	10.36%	72.75%	86.08%	13.33%	72.00%	86.08%	14.08%	79.51%	91.35%	11.84%
2022-23	82.2%	95.8%	13.6%	72.9%	89.0%	16.1%	71.7%	90.1%	18.4%	81.3%	95.2%	13.9%
2021-22	77.6%	93.4%	15.8%	69.2%	88.3%	19.1%	67.3%	86.8%	19.5%	78.2%	92.2%	14.1%
2020-21	72.5%	91.5%	19.0%	64.9%	87.4%	22.5%	63.9%	88.8%	24.9%	74.1%	93.4%	19.3%
2018-19	80.6%	90.4%	9.8%	73.3%	89.3%	16.0%	70.8%	86.6%	15.8%	79.2%	91.8%	12.6%
<b>P4</b>												
2024-25	83.24%	89.86%	6.62%	72.51%	82.54%	10.03%	65.55%	78.87%	13.32%	69.17%	84.31%	15.14%
2023-24	83.65%	95.54%	11.89%	74.14%	88.58%	14.44%	67.06%	84.40%	17.34%	73.45%	87.88%	14.43%
2022-23	81.9%	94.9%	13.0%	71.0%	86.9%	15.9%	66.4%	83.9%	17.5%	70.7%	86.6%	15.9%
2021-22	76.9%	91.0%	14.1%	68.2%	83.9%	15.7%	62.5%	81.2%	18.7%	68.5%	87.4%	18.9%
2020-21	74.4%	90.2%	15.8%	66.7%	86.2%	19.5%	59.9%	79.9%	20.0%	65.1%	83.1%	18.0%
2018-19	77.3%	88.1%	10.8%	67.1%	81.5%	14.4%	61.5%	79.1%	17.6%	69.2%	84.8%	15.6%
<b>P7</b>												
2024-25	84.20%	94.00%	9.80%	76.46%	90.86%	14.40%	70.30%	86.57%	16.27%	71.72%	86.57%	14.85%
2023-24	83.45%	93.25%	9.80%	77.27%	89.00%	11.73%	70.44%	83.50%	13.06%	71.53%	86.50%	14.97%
2022-23	81.9%	93.2%	11.3%	76.2%	92.1%	15.9%	70.9%	90.3%	19.4%	72.8%	91.1%	18.3%
2021-22	80.0%	92.5%	12.5%	75.3%	89.6%	14.3%	68.7%	86.1%	17.4%	71.5%	87.9%	16.4%
2020-21	73.1%	90.0%	16.9%	67.4%	88.4%	21.0%	61.7%	85.5%	23.8%	64.0%	89.1%	25.1%
2018-19	79.7%	89.2%	9.5%	71.3%	86.9%	15.6%	66.6%	83.4%	16.8%	68.5%	85.7%	17.2%
<b>S3 (level 3 or better)</b>												
2024-25	87.82%	96.81%	8.98%	87.67%	96.01%	8.34%	88.06%	96.28%	8.22%	81.70%	96.54%	14.85%
2023-24	84.40%	95.05%	10.65%	82.91%	94.37%	11.46%	82.35%	94.82%	12.47%	80.55%	97.07%	16.52%
2022-23	84.1%	91.4%	7.3%	82.2%	92.2%	10.0%	82.1%	91.4%	9.3%	78.1%	93.9%	15.8%
2021-22	83.5%	94.8%	11.3%	82.3%	94.5%	12.2%	81.2%	94.3%	13.1%	76.2%	96.0%	19.8%
2018-19	87.6%	95.6%	8.0%	86.9%	95.8%	8.9%	85.9%	95.0%	9.1%	76.7%	93.6%	16.9%

2.34 Key messages from the data above indicate that:

- Across the primary stages (P1, 4 and 7), progress in closing the attainment gap has varied.
- Notably, at the primary 1 stage, progress for learners in Q5 increased while progress for learners in Q1 marginally decreased, thus impacting on the attainment gap.

- The largest gap is in P1 writing (22.56pp). This will continue to be an area of focus moving forward.
- At the P4 stage the attainment gap reduced across all literacy organisers with the gap for Listening and Talking reducing to 6.62pp; the smallest over the six-year trend.
- At the P4 stage, numeracy performance dipped slightly for both Q1 and Q5 learners compared with last session, providing a clear focus for targeted support to help strengthen progress moving forward.
- At the S3 stage, gaps decreased across all organisers in 2024–25, with improvements evident for both Q1 and Q5 learners. This represents a positive shift at the end of the BGE.
- The gap in S3 writing is the smallest gap over the six-year period.

2.35 Appendix 1 outlines our progress towards our stretch aims (locally set improvement targets, requested by the government) to improve attainment in key measures and to close the poverty related attainment gap. Further detailed analysis of the gap between the most and least deprived has been carried out and will be reported on as part of the Scottish Attainment Challenge report presented at a future Committee.

### Senior Phase – Pre Appeal Data

2.36 The table below refers to senior phase performance and demonstrates that North Lanarkshire’s 2025 attainment has improved across most measures when compared with 2024. In the few areas where performance did not increase, one measure remained stable and the other showed a decline of less than 1%. Notably, progress accelerated in 2024-25, aligning strongly with our aspirational stretch aim for 1+ Higher. This encouraging upward trend reflects the early impact of the wide range of interventions and strategies implemented across our service and schools to raise attainment. Post appeal data will be published in February 2026.

Awards/Level	North Lanarkshire SCQF (% of pupils achieving A-C)					
	2021	2022	2023	2024	2025	Diff
5+ Level 3	81.50	79.34	81.70	79.38	84.46	5.07
5+ Level 4	77.75	75.03	77.28	74.03	77.95	3.93
5+ Level 5	47.84	43.24	42.56	41.53	43.31	1.78
1+ Level 6	60.99	57.51	53.52	53.22	54.18	0.96
3+ Level 6	41.88	37.64	33.60	30.95	32.82	1.87
5+ Level 6	16.84	15.81	14.43	13.35	14.14	0.79
3+ Level 6	47.64	47.79	44.07	39.42	39.27	-0.16
5+ Level 6	33.76	31.27	29.36	26.62	25.71	-0.91
1+ Level 7	15.47	14.77	15.71	13.86	14.43	0.57

## Pupil Numbers

2.37 As illustrated below, pupil numbers are reducing nationally. Last session, North Lanarkshire's overall pupil numbers decreased by 182 when comparing 2023-24 with 2024-25. NL has the smallest percentage decline of the authorities listed (-0.38%), and is better than the Scotland average decline (-0.93%).

**Table 5.2a: Pupils by local authority, 2021-2025**

Local Authority	2021	2022	2023	2024	2025	2024 vs 2025
Na h-Eileanan Siar	3,293	3,271	3,217	3,139	3,081	-58
Inverclyde	9,805	9,648	9,708	9,676	9,490	-186
West Dunbartonshire	12,433	12,226	12,072	11,884	11,669	-215
East Ayrshire	16,241	16,149	16,142	16,029	15,772	-257
North Ayrshire	17,887	17,691	17,408	17,037	16,801	-236
Dundee City	18,377	18,472	18,536	18,627	18,364	-263
<b>North Lanarkshire</b>	<b>49,001</b>	<b>48,742</b>	<b>48,325</b>	<b>48,345</b>	<b>48,163</b>	<b>-182</b>
Glasgow City	70,805	71,342	71,688	71,957	71,581	-376
<b>Scotland</b>	<b>704,723</b>	<b>705,874</b>	<b>705,528</b>	<b>702,428</b>	<b>695,923</b>	<b>-6,505</b>

## Teacher Numbers and Pupil Teacher Ratio (PTR)

2.38 The table below summarises NL's 2024 census information in relation to teacher numbers and pupil teacher ratio (PTR). It includes information on global teacher numbers and numbers used to establish the PTR. Global teacher numbers include any teachers employed across the service, including any working in the early years (ELC) sector. This global teacher number is the element used by the Scottish Government to set the targets for teacher numbers for local authorities.

2.39 As noted in the table below our actual global teacher number (Full Time Equivalent (FTE) across all sectors) in session 2024-25 was 3,719. This includes the management quotient of FTE aligned to the Early Learning and Childcare Census, in this case 21 FTE. Therefore, the actual teacher number used for PTR is 3,698 FTE.

**Table 6.2a: Teachers (FTE) in publicly funded schools (including ELC), by local authority, 2019-2025**

Local Authority	2019	2020	2021	2022	2023	2024	2025
Na h-Eileanan Siar	316	315	322	320	314	314	315
Inverclyde	739	761	806	781	772	751	760
West Dunbartonshire	994	980	977	950	938	901	901
East Ayrshire	1,218	1,246	1,275	1,243	1,206	1,189	1,185
North Ayrshire	1,385	1,421	1,470	1,434	1,422	1,387	1,369
Dundee City	1,355	1,376	1,418	1,395	1,431	1,400	1,378
<b>North Lanarkshire</b>	<b>3,621</b>	<b>3,745</b>	<b>3,783</b>	<b>3,726</b>	<b>3,685</b>	<b>3,682</b>	<b>3,719</b>
Glasgow City	5,410	5,497	5,680	5,779	5,654	5,535	5,618
<b>Scotland</b>	<b>52,247</b>	<b>53,400</b>	<b>54,285</b>	<b>54,193</b>	<b>54,033</b>	<b>53,412</b>	<b>53,475</b>

2.40 The table below details the global FTE targets set by Scottish Government. It shows a marginal shortfall of 6FTE in 2024 compared to an increase of 34FTE in 2025.

Year	Target	Actual FTE	Difference
2025	3685	3719	34
2024	3688	3682	-6

2.41 The table below tracks our PTR for the last 5-year period. When compared with last year, our PTR has increased marginally by 0.17, however publication represents data to one decimal point, therefore our PTR remains static at 13.0. Family group comparison data is not available at this point but will be analysed when available.

Year	Pupil Number	Teacher Number	PTR	Published PTR	Scotland (Average)
2021	49,001	3,778	12.97	13	13.2
2022	48,742	3,705	13.16	13.2	13.2
2023	48,325	3,664	13.19	13.2	13.2
2024	48,345	3,662	13.2	13.2	13.2
2025	48,163	3,697/3698	13.03	13.0	Unknown

### Attendance and Exclusion

2.42 Last session, as illustrated in the table below, North Lanarkshire's overall attendance increased from 89.1% in 2023/24 to 89.9% in 2024-25, however, it is still below the National average. Therefore, the service recognises the need to continue to focus on implementing strategies to continue to improve attendance rates. (The overall percentage of 89.9% is calculated using the Scottish Government calculation; SG attendance = present openings/possible openings.)

Percentage attendance by local authority, 2018/19-2024/25					
Local Authority	2018/19	2020/21	2022/23	2023/24	2024/25
Na h-Eileanan Siar	94.0	93.7	91.4	91.5	91.9
Inverclyde	92.2	92.3	90.3	90.6	91.6
<b>Scotland</b>	<b>93.0</b>	<b>92.0</b>	<b>90.2</b>	<b>90.3</b>	<b>91.0</b>
West					
Dunbartonshire	91.8	90.4	88.4	88.9	90.5
<b>North Lanarkshire</b>	<b>91.2</b>	<b>89.8</b>	<b>88.7</b>	<b>89.1</b>	<b>89.9</b>
Dundee City	91.8	90.6	88.6	88.9	89.6
North Ayrshire	92.1	91.4	88.8	89.1	89.6
Glasgow City	92.2	90.6	88.9	88.9	89.2
East Ayrshire	92.2	90.9	88.4	88.3	89.1

2.43 Further analysis of attendance data continues to highlight the need to focus on reducing the levels of persistent absence. (Persistent absence is defined as when 10% or more sessions are missed). As noted in the table below, although our overall persistent absence rate reduced from 37.5 in session 2023-24 to 33.6 in session 2024-25, we must continue to focus on this area to secure further improvements.

Persistent absence (Percentage of persistent absentees - 10% or more sessions missed) by Local Authority, all sectors, 2018/19 - 2024/25					
Local Authority	2018/19	2020/21	2022/23	2023/24	2024/25
Na h-Eileanan Siar	16.9	13.5	27.7	26.5	24.8
Inverclyde	25.6	17.5	33.7	31.7	28.3
<b>Scotland</b>	<b>21.8</b>	<b>19.4</b>	<b>32.5</b>	<b>31.4</b>	<b>28.5</b>
West Dunbartonshire	27.2	24.3	41.6	37.7	32.1
Dundee City	27.2	25.6	38.8	37.1	33.6
<b>North Lanarkshire</b>	<b>28.7</b>	<b>25.8</b>	<b>39.4</b>	<b>37.5</b>	<b>33.6</b>
East Ayrshire	23.9	21.6	38.2	37.7	34.7
North Ayrshire	26.3	22.6	39.8	37.9	35.6
Glasgow City	26.1	24.6	38.8	37.4	35.8

2.44 Sector-specific analysis indicates encouraging improvements in reducing persistent absence across both primary and secondary schools, post Covid. Despite this progress, persistent absenteeism remains considerably higher in the secondary sector and will continue to be an area of focus.

Persistent absence (Percentage of persistent absentees - 10% or more sessions missed) by Local Authority, primary, 2018/19 - 2024/25					
Local Authority	2018/2019	2020/21	2022/23	2023/24	2024/25
Na h-Eileanan Siar	9.4	5.2	15.7	17.2	13.5
Inverclyde	17.2	12.6	26.2	24.2	20.4
<b>Scotland</b>	<b>15.5</b>	<b>14.2</b>	<b>25.6</b>	<b>23.9</b>	<b>21.1</b>
West Dunbartonshire	17.4	16.4	30.3	26.3	22.7
Dundee City	19.7	19.1	31.5	29.3	24.7
<b>North Lanarkshire</b>	<b>18.9</b>	<b>18.5</b>	<b>30.3</b>	<b>29.0</b>	<b>25.2</b>
East Ayrshire	17.4	15.8	31.1	28.9	26.5
North Ayrshire	18.2	17.3	31.9	28.8	26.8
Glasgow City	22.4	22.9	35.5	32.8	30.6

Persistent absence (Percentage of persistent absentees - 10% or more sessions missed) by Local Authority, secondary, 2018/19 - 2024/25					
Local Authority	2018/2019	2020/21	2022/23	2023/24	2024/25
<b>Scotland</b>	<b>30.6</b>	<b>26.2</b>	<b>41.0</b>	<b>40.6</b>	<b>37.4</b>
Inverclyde	36.1	23.2	42.3	41.0	37.4
Na h-Eileanan Siar	26.4	23.2	41.8	37.5	37.6
Glasgow City	31.7	26.9	43.3	43.1	42.5
West Dunbartonshire	40.3	34.1	55.6	51.4	43.0
Dundee City	37.5	33.3	47.4	45.8	43.1
<b>North Lanarkshire</b>	<b>41.5</b>	<b>34.6</b>	<b>50.2</b>	<b>47.4</b>	<b>43.2</b>
East Ayrshire	33.3	29.7	47.2	48.8	45.1
North Ayrshire	37.0	29.1	49.2	48.1	45.8

2.45 We are continuing to maximise our use of attendance data across establishments and the service, refining our analytical approaches to enable earlier identification of issues and more effective, timely intervention. Monthly attendance reports (MAPs) are facilitating a relentless focus on pupil attendance, and this is supporting our emerging upward trend.

2.46 In addition, a few identified establishments are undertaking focused improvement activity, in collaboration with Education Scotland, through their participation in the National Attendance Programme. This programme aims to strengthen attendance across schools by offering targeted support, professional guidance, and exemplification for practitioners. Structured around three core themes; culture, systems, and practice, it provides a coherent and sustainable framework for improving attendance. Participation in this programme strengthens our capacity to capitalise on best national practice.

## Exclusions

2.47 As noted in the table below, the number of exclusions within North Lanarkshire has continued to decrease. North Lanarkshire is comparing well with other local authorities in our Family Group, and we will continue to implement strategies to build upon this progress.

Local Authority	2018/19	2020/21	2022/23	2024/25
Glasgow City	9.7	4.8	6.4	7
North Lanarkshire	19.7	10.7	8.2	7.3
Inverclyde	15.6	9.6	11.8	8.7
Na h-Eileanan Siar	7.8	10.8	17.4	9.2
All local authorities	13.2	8.6	11	10.4
West Dunbartonshire	16.6	12.7	13.7	11.9
North Ayrshire	9.1	7.5	13.3	13.7
East Ayrshire	9.7	7.9	11.6	14.4
Dundee City	15.3	8.7	13.5	18.6

## HMIE and Care Inspectorate Inspection Outcomes

- 2.48 Each year, Education Scotland undertakes a programme of scrutiny (inspection) in each local authority to gather evidence of what is working well in our education system; areas which are showing improvement, and areas where further development is needed.
- 2.49 Inspections take the form of either a short or full model:
- A short model inspection is generally over two to three days and focuses on Quality Indicators (QIs) 2.3 (Learning, Teaching and Assessment) and 3.2 (Raising Attainment and Achievement).
  - A full model is usually four to five days in duration, and focuses on the two aforementioned QIs, plus QI 1.3 (Leadership of Change) and 3.1 (Ensuring Wellbeing, Equality and Inclusion).
- 2.50 All inspections, whether short or full, focus on QI 2.1 (Safeguarding and Child Protection).
- 2.51 The table below shows the main quality indicators assessed during full and short inspections and shows the themes covered under each quality indicator.

<b>QI 1.3 Leadership of Change</b>	<ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul>
<b>QI 2.3 Learning, Teaching and Assessment</b>	<ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul>
<b>QI 3.1 Ensuring Wellbeing, Equality and Inclusion</b>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>
<b>QI 3.2 Raising Attainment and Achievement</b>	<ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul>

- 2.52 Following inspection activity, formal reports are published and hosted on Education Scotland's website.

2.53 From August 2025 to January 2026, 14 North Lanarkshire schools were involved in inspection activity. The breakdown of which is as follows:

- 9 Primary Schools
- 3 Secondary Schools
- 2 Additional Needs Schools (ASN)

Please note: this includes 3 schools who were inspected in June 2025, but whose reports were not published until August 2025.

2.54 As part of the service’s quality assurance and improvement processes, results of all inspections are analysed to identify trends, strengths and good practice, and any areas for development.

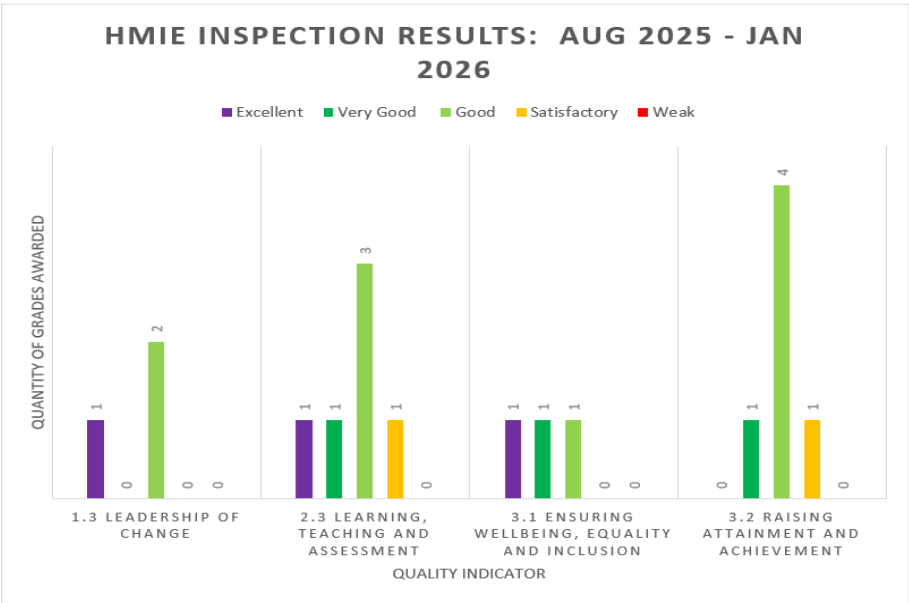
2.55 The tables below provide a summary of inspection results for NL based on the six reports published between August 2025 and January 2026. It is important to note that of the six reports published to date, three were inspected using the full inspection model focusing on four QIs, and three were inspected using the short inspection model which focuses on two QIs.

2.56 Quality Indicators are graded using the following criteria.

Grade	HMIE Grading	Meaning
6	Excellent	Outstanding, sector-leading
5	Very good	Major Strengths
4	Good	Important strengths with some areas for improvement
3	Satisfactory	Strengths just outweigh weaknesses
2	Weak	Important Weaknesses
1	Unsatisfactory	Major Weaknesses

\*Please note – colour coding is not used by HMIE. It is used by our team for ease of reference.

2.57 A summary of North Lanarkshire’s HMIE outcomes, based on inspection results published for term one, August 2025 – January 2026, is included below.



- 2.58 As noted from the graph above, most inspection outcomes were graded as good or above. Full details of individual establishment gradings for session 2024-25 (August 2025 – January 2026) can be viewed at Appendix 2.
- 2.59 Establishments graded very good or above are highlighted as good practice and, where possible, are given the opportunity to share their practice at headteacher meetings etc to build overall capacity across our establishments.
- 2.60 Early years settings in Scotland can now be inspected through a range of scrutiny models, depending on the type of provision and the focus of the inspection. A new Quality Improvement Framework for Early Learning and Childcare was introduced in September 2025. It will be used in National inspection activity during session 2025-26 and replaces *How Good is Our Early Learning and Childcare* and *A Quality Framework for Daycare of Children, Childminding and School-Age Childcare*.
- 2.61 Nursery classes and early learning and childcare settings can be inspected solely by the Care Inspectorate, jointly by the Care Inspectorate and HMIE, or by HMIE alone. Joint inspections typically consider both care standards and the quality of learning, teaching and children’s progress, whereas HMIE-only inspections focus specifically on the quality of education. This flexible approach ensures that early years’ provision is evaluated in a way that reflects the breadth of children’s care and learning experiences, while providing appropriate assurance across both regulatory and educational requirements. The quality indicators included in each type of inspection is summarised in the table below:

Inspection Type	Inspectorate	Quality Indicators (QIs)	All Inspections
Shared Inspections	Care Inspectorate	Staff skills, knowledge, values and deployment Nurturing care and support	Safeguarding and child protection
	Education Scotland	Learning, teaching and assessment Children’s progress	
Single Inspections	Care Inspectorate	Leadership and management of staff and resources Playing, learning and developing Nurturing care and support	
	Education Scotland	Curriculum Learning, teaching and assessment Wellbeing, inclusion and equality	

- 2.62 So far in session 2025–26, four inspection reports for primary schools with nursery classes have been published. Outcomes are summarised in the table below:

Establishment	Nursery Ratings			
	Leadership of Change/CI Staff skills, knowledge, values and deployment.	Learning Teaching & Assessment	Ensuring wellbeing, equality and inclusion. CI Nurturing care and support	Securing Children's Progress
Cathedral Primary School	Satisfactory	Satisfactory	Satisfactory	Satisfactory
St Serf's Primary School	N/A	Weak	N/A	Satisfactory
Inspections above this line took place at the end of schools session 2024-25 but were published in session 2025-26				
Langloan Primary School	Good	Good	Good	Good
St. Helen's Primary School	Good	Good	Good	Good

2.63 Although based on a relatively small sample, results indicate that earlier nursery inspections reported mainly *Satisfactory* performance across key quality indicators, with one area rated as *Weak*, while the most recent inspections demonstrate consistently *Good* ratings across all themes. This illustrates an improving trend, particularly in learning, teaching and assessment, wellbeing and inclusion, and securing children's progress.

### Re-Inspections

2.64 The following establishments have been, or will be, re-inspected during academic session 2025-26:

- Caldervale High School
- Glencairn Primary and Nursery
- Airdrie Academy
- Balmalloch Primary and Nursery
- Logans Primary and Nursery

2.65 If an establishment is graded as weak or below during an inspection, a robust action plan is implemented by the service to ensure the establishment has the capacity to improve. Action plans are intended to be a means of support and challenge for establishments, ensuring they have clear and measurable activity for improvement. The level and types of support provided, and the personnel involved in supporting establishments, is bespoke to the establishment and their identified areas for improvement. Any package of support is designed carefully to meet the needs of the school in terms of securing immediate continuous improvement.

### Conclusion

2.66 Overall, the data presented in this paper demonstrates sustained progress across key measures, with improvements evident in attainment, inspection outcomes and attendance. Although continued focus is needed in areas such as improving attainment in writing, closing the poverty-related attainment gap, and reducing persistent absence, the overall trajectory remains positive. This reflects the impact of strengthened quality improvement processes, targeted interventions and effective collaboration across the service.

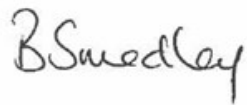
2.67 The service remains committed to maintaining this momentum, ensuring continuous improvement, and securing the best possible outcomes for children, young people and families across North Lanarkshire.

### **3.0 Measures of success**

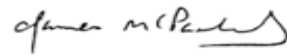
- 3.1 Increased attainment at primary and secondary stages.
  - 3.2 A decrease in 'weak' gradings or below across all QIs, particularly in QI 1.3.
  - 3.2 An increase in 'very good' gradings or above across all QIs.
  - 3.4 Improved staff skill, confidence and ability.
  - 3.2 Improved outcomes for children, young people and families.
  - 3.3 High quality learning, teaching and assessment across all establishments.
- 

### **4. Supporting documentation**

- 4.1 **Appendix 1** – Stretch aims
- 4.2 **Appendix 2** – Inspection Outcomes



**Barry Smedley**  
Chief Officer (Education - North)



**James McParland**  
Chief Officer (Education - South)

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## 5. Impacts

<p><b>5.1 Public Sector Equality Duty and Fairer Scotland Duty</b> Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p> <p>If Yes, has an assessment been carried out and published on the council's website? <a href="https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments">https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments</a> Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p><b>5.2 Financial impact</b> Does the report contain any financial impacts? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p><b>5.3 HR policy impact</b> Does the report contain any HR policy or procedure impacts? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p><b>5.4 Legal impact</b> Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p><b>5.5 Data protection impact</b> Does the report / project / practice contain or involve the processing of personal data? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to <a href="mailto:dataprotection@northlan.gov.uk">dataprotection@northlan.gov.uk</a> Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p><b>5.6 Technology / Digital impact</b> Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>

Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?

Yes  No

**5.7 Environmental / Carbon impact**

Does the report / project / practice contain information that has an impact on any environmental or carbon matters?

Yes  No

If Yes, please provide a brief summary of the impact?

**5.8 Communications impact**

Does the report contain any information that has an impact on the council's communications activities?

Yes  No

If Yes, please provide a brief summary of the impact?

The service will link with corporate communications to ensure that the positive aspects and improving trends contained within this report are publicised internally and externally.

**5.9 Risk impact**

Is there a risk impact?

Yes  No

If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?

All risks are identified within the Corporate Risk Directory and identified as part of the SAC Programme. All risks are regularly reviewed in line with current guidance.

**5.10 Armed Forces Covenant Duty**

Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?

Yes  No

If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.

**5.11 Children's rights and wellbeing impact**

Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these?

Yes  No

If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).

Article 28 – Right to Education and Article 29 – Goals of Education

In North Lanarkshire we recognise that raising attainment does not fall to one Service, or one Sector, we must therefore work together to use our resources effectively and efficiently to ensure that our children and young people have opportunities to achieve and attain.

If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?

Yes

No

## Appendix 1: NL Key Performance Measures (Including core and core plus stretch aims and KMS identified in performance management framework)

Please note: Attainment data is provisional and may be subject to slight changes following Scottish Government cleansing exercise and confirmation of SQA appeals results. **Tolerance Level for ACEL is 0.5pp below.**

Key Performance Measure	June 2022 Attainment	June 2023 Attainment	June 2024 Attainment	June 2025 Attainment	Stretch aim Target (2026)
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	72.23%	75.47%	75.05%	<b>74.67%</b>	<b>77.0%</b>
% of Q1 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	63.93%	67.52%	67.73%	<b>66.72%</b>	<b>69.40%</b>
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	82.94%	86.06%	82.77%	<b>83.61%</b>	<b>86.7%</b>
Q1 – Q5 Gap (P1, P4 and P7 combined) achieving expected levels or better in literacy)	19.01pp	18.54pp	15.04pp	<b>16.88pp</b>	<b>17.3pp</b>
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	79.38%	81.31%	81.18%	<b>80.42%</b>	<b>82.2%</b>
% of Q1 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	72.60%	74.80%	74.56%	<b>73.49%</b>	<b>77.0%</b>
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	89.15%	90.90%	88.37%	<b>87.95%</b>	<b>91.2%</b>
Q1 – Q5 Gap (P1, P4 and P7 combined) achieving expected levels or better in numeracy	16.55pp	16.10pp	13.81pp	<b>14.46pp</b>	<b>14.2pp</b>
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening (Core Plus)	85.14%	84.35%	86.7%	<b>91.25%</b>	<b>87.0%</b>
% of S3 Q1 pupils achieving third level or better in literacy (based on reading, writing and talking and listening (Core Plus)	79.21%	79.50%	79.59%	<b>85.70%</b>	<b>84.0%</b>
% of S3 Q5 pupils achieving third level or better in literacy (based on reading, writing and talking and listening (Core Plus)	93.11%	88.50%	93.69%	<b>95.47%</b>	<b>92.20%</b>
Q1 – Q5 Gap (S3 3 <sup>rd</sup> level or above literacy)	13.9pp	9.0pp	14.10pp	<b>9.77pp</b>	<b>8.2pp</b>
% of S3 pupils achieving third level or better in numeracy (Core Plus)	85.34%	85.11%	87.66%	<b>88.18%</b>	<b>89.10%</b>
% of S3 Q1 pupils achieving third level or better in numeracy (Core Plus)	76.20%	78.13%	79.86%	<b>81.70%</b>	<b>81.50%</b>
% of S3 Q5 pupils achieving third level or better in numeracy (Core Plus)	95.96%	93.87%	96.85%	<b>96.54%</b>	<b>95.5%</b>
Q1 – Q5 Gap (S3 3 <sup>rd</sup> level or above numeracy)	19.76pp	15.74pp	16.99pp	<b>14.85pp</b>	<b>14.0pp</b>
Number and percentage of secondary school leavers by total qualifications attained under the All SCQF measure (S2.2a) (Based on leavers data therefore previous year's data.)	June 2022 (20/21 Insight)	June 2023 (21/22 Insight)	<b>June 2024 (22/23 insight)</b>	June 2025 (24/25 Insight)	
% of leavers achieving 1 or more awards at SCQF Level 5 or better (All SCQF)	88.55%	87.46%	<b>85.82</b>	<b>86.0%</b>	<b>90.46%</b>
% of Q1 leavers achieving 1 or more awards at SCQF Level 5 or better	81.73%	78.48%	<b>77.09</b>	<b>76.5%</b>	<b>82.48%</b>
% of Q5 leavers achieving 1 or more awards at SCQF Level 5 or better	97.96%	96.60%	<b>95.59%</b>	<b>95.2%</b>	<b>97.35%</b>
Q1 – Q5 gap SCQF 5	16.23pp	17.52pp	<b>18.5pp</b>	<b>18.7pp</b>	<b>14.87%</b>
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.49%	64.62%	<b>61.89%</b>	<b>62.7%</b>	<b>69.12%</b>
% of Q1 leavers achieving 1 or more awards at SCQF Level 6 or better	54.82%	49.13%	<b>48.93%</b>	<b>46.2%</b>	<b>54.13%</b>
% of Q5 leavers achieving 1 or more awards at SCQF Level 6 or better	83.67%	81.41%	<b>82.89%</b>	<b>79.5%</b>	<b>87.41%</b>

Key Performance Measure	June 2022 Attainment	June 2023 Attainment	June 2024 Attainment	June 2025 Attainment	Stretch aim Target (2026)
Q1 – Q5 gap SCQF 6	28.85pp	32.28pp	<b>33.96pp</b>	<b>33.3pp</b>	<b>33.28pp</b>
Annual Participation Measure The percentage of young adults (16-19 year olds) participating in education, training or employment in the LA in the year to 31st March. (SDS data)	June 2022	June 2023	June 2024	June 2025	
Overall	90.2%	91.0%	<b>91.9%</b>	<b>92.2%</b>	<b>94.6%</b>
Quintile 1	85.1%	85.7%	<b>87.2%</b>	<b>87.5%</b>	<b>92.0%</b>
Quintile 5	95.5%	96.0%	<b>96.4%</b>	<b>96.7%</b>	<b>98.0%</b>
Q1 – Q5 gap (APM)	10.4pp	10.3pp	<b>9.2pp</b>	<b>9.2pp</b>	<b>6.0pp</b>
Core Plus Stretch aims		<b>June 2023</b>	<b>June 2024</b>	<b>June 2025</b>	
% Attendance Primary		91.16%	<b>91.61%</b>	<b>92.2%</b>	<b>93.0%</b>
% attendance Q1 Primary		88.52%	<b>89.15%</b>	<b>89.8%</b>	<b>89.8%</b>
% attendance Q5 Primary		94.50%	<b>94.69%</b>	<b>95.3%</b>	<b>95.0%</b>
Q1 – Q5 Gap Primary		5.98pp	<b>5.54pp</b>	<b>5.5pp</b>	<b>5.2pp</b>
% Attendance Secondary		85.54%	<b>85.72%</b>	<b>86.9%</b>	<b>88.4%</b>
% Attendance Q1 Secondary		81.57%	<b>81.21%</b>	<b>82.7%</b>	<b>85.6%</b>
% Attendance Q5 Secondary		90.41%	<b>91.23%</b>	<b>92.1%</b>	<b>91.7%</b>
Q1- Q5 Gap Secondary		8.84pp	<b>10.02pp</b>	<b>9.4pp</b>	<b>6.1pp</b>
% of leavers achieving S5 1+ Higher (A-C passes based on all candidates) (Excludes ASN schools)	57.5%	53.36%	<b>53.2%</b>		<b>57.41%</b>
% of Q1 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	40.6%	36.84%	<b>37.7%</b>		<b>41.4%</b>
% of Q5 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	74.8%	77.58%	<b>72.6%</b>		<b>78.82%</b>
Q1 – Q5 gap leavers achieving S5 1+ Higher (A-C passes based on all candidates)	34.2pp	40.74pp	<b>34.9pp</b>		<b>37.42pp</b>
% of P4 learners achieving expected level for writing	70.90%	73.45%	<b>73.89%</b>	<b>72.64%</b>	<b>76.70%</b>
% of Q1 P4 learners achieving expected level for writing	62.53%	66.35%	<b>67.06%</b>	<b>65.55%</b>	<b>70.4%</b>
% of Q5 P4 learners achieving expected level for writing	81.21%	83.91%	<b>84.40%</b>	<b>78.87%</b>	<b>85.7%</b>
Q1 – Q5 Gap for P4 learners achieving expected level for writing	18.68pp	17.56pp	<b>17.34pp</b>	<b>13.32pp</b>	<b>15.3pp</b>

\*Final SCQF for 2024 leavers will be reported when the Summary Statistics for Attainment and Initial Leaver Destinations 2024 data is published in February 2025

\*1 For reference, SEEMIS BI does not provide the S4 roll figure for Q1 or Q5 so this information has been taken from Insight (i.e. for 2024 – taken from 2023 S4 on Insight). The 2024 percentages are then a comparison of the number of pupils that got an A-C pass in the SEEMIS BI data with the S4

## Appendix 2: Inspection Outcomes

Establishment	Date of Inspection	Report Published	Head Teacher	Type of inspection		School 1.3	School 2.3	School 3.1	School 3.2		Nursery 1.3	Nursery 2.3	Nursery 3.1	Nursery 3.2
						Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality and Inclusion	Raising attainment and achievement		Leadership of Change or CI: Staff skills, knowledge, values and deployment	Learning Teaching & Assessment	Ensuring wellbeing, equality and inclusion or CI Nurturing, Care and Support	Securing Children's Progress
Cathedral Primary School	12.05.25	07.10.25	Graeme Young	Full		Excellent	Excellent	Excellent	Very Good		Satisfactory	Satisfactory	Satisfactory	Satisfactory
St Serf's Primary School	16.06.25	23.09.25	Martha McGuigan	Short		N/A	Very Good	N/A	Good		N/A	Weak	N/A	Satisfactory
Mavisbank	09.06.25	04.11.25	Helen Delaney	Full		Good	Good	Very Good	Good		N/A	N/A	N/A	N/A
Banton Primary School	01.09.25	04.11.25	Siobhan McLeod	Short		N/A	Satisfactory	N/A	Satisfactory		N/A	N/A	N/A	N/A
Langloan Primary School	10.11.25	<u>20.01.26</u>	Alison Rooney	Full		Good	Good	Good	Good		Good	Good	Good	Good
St. Helen's Primary School	27.10.25	<u>20.01.26</u>	Liz Kelly	Short		N/A	Good	N/A	Good		Good	Good	Good	Good