

North Lanarkshire Council Report

Education, Children & Families Committee

Does this report require to be approved? ☒ Yes ☐ No

Ref: MOH/GS/JB

Date 19/11/24

Standards and Quality Report Session 2023-2024

From Michelle O'Halleron, Acting Chief Officer (Education – North)

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Executive Summary

Education Authorities have a duty, as outlined in the Education (Scotland) Act 2016 which amends the Standards in Scotland's Schools etc. Act 2000, to continually endeavour to improve the quality of education provided in the schools managed by them. To enact this duty, every year the Service produce a Standards and Quality report and a Service Improvement Plan. These reports are presented to Committee and submitted to Scottish Government.

The Standard and Quality Report summarises progress over the last academic session, August 2023 to June 2024. It is framed around the 4 key HGIOS4? Quality Indicators and shows our progress in relation to the National Improvement Framework (NIF) drivers. It exemplifies, in one document, progress made by the Service towards previously agreed improvement priorities and other key aspects of improvement activity.

The Annual Service Improvement Plan outlines our improvement priorities for next session; 2024-2025. It is linked to NIF priorities and drivers and evidences our commitment to improving outcomes for children and families and reducing inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.

Importantly, the report contains specific information on attainment. It is pertinent to note that this data is provisional and may be subject to changes following Scottish Government data cleansing processes and SQA appeals decisions.

Recommendations

It is recommended that committee:

- (1) Endorse the contents of the (draft) Standards and Quality Report 2023-2024.

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 The Education and Families service aims to provide the highest quality education services for our children and young people. The Standards and Quality Report 2023-2024 outlines progress made towards achieving our improvement priorities, highlighting key successes, and identifying next steps.
- 1.2 Removing the barriers to achievement and ensuring excellence and equity for all is a key priority for North Lanarkshire Council. Through our work with young people and their families, and with our communities and partner organisations, we are committed to making North Lanarkshire a thriving community where everyone is able to live, learn, work, invest and visit. This commitment is reflected in our priorities within the service plan and report.
- 1.3 This Education and Families Standards and Quality Report is designed to serve three purposes:
 - (i) To provide all stakeholders and the people of North Lanarkshire with performance information across the National Improvement Framework (NIF) drivers and against our improvement priorities to measure how well we are improving educational outcomes for children, young people and their families.
 - (ii) In line with external grant funding, we are required to summarise the outcomes and performance of the Pupil Equity Fund Programme, at authority level. The Scottish Government have acknowledged that to reduce bureaucracy and duplication, we can link this reporting requirement to the existing statutory requirement under the Standards in Schools etc. Act 2000 as amended by the Education (Scotland) Act 2016. This requires us to prepare an annual report describing local authority activity to: (a) reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage and (b) achieve the strategic priorities of the National Improvement Framework (NIF). The Standards and Quality Report allows the local authority to meet those requirements. The Standards and Quality Report will be shared with all stakeholders and forwarded to Scottish Government.
 - (iii) To provide the information required to contribute to the Scottish Government's annual report on the 6 NIF drivers for improvement.
- 1.4 In December 2021, NIF priorities were updated to reflect legislative changes incorporating the United Nations Convention on the Rights of the Child (UNCRC) into law. The introduction of the new priority ensures that practitioners, at all levels, are aware of their responsibilities in relation to the UNCRC. The 6 drivers were also updated. Key changes included closer alignment of curriculum and assessment and integration of early years terminology throughout the drivers. This provided increased cohesion and reflected the progressive nature of the 3-18 Curriculum for Excellence.
- 1.5 Subsequently, the 2024 National Improvement Framework (NIF) for Scottish education introduced several further changes to enhance the quality and equity of education. For example, the vision statement has been updated to emphasise achievement over attainment, aligning more closely with the four capacities of Curriculum for Excellence (CfE). There is a renewed focus on professional learning and building staff capacity and on the effective use of data and evidence to support continuous improvement. There is also a clearer focus on equality, inclusion and sustainability.
- 1.6 The Service continues to keep abreast of these changes and strives to ensure they are reflected appropriately in planning and reporting processes.

- 1.7 The Standards and Quality report contains a section outlining our attainment progress, within key stages of the Broad General Education (BGE) and Senior Phase (S4-S6.) It is important to note that the information provided is based on provisional data available at the time of writing the report and that this data may be subject to changes after data cleansing and SQA appeals etc.
- 1.8 Attainment of the Broad General Education is collected at P1, 4, 7 and S3 through teacher professional judgement of Achievement for Excellence (ACEL) data and reported on nationally. (National data is published circa. November.)
- 1.9 The senior phase exam structure in Scotland largely returned to normal for session 2023-24. Notably, this session is the first time since Covid that pupils were required to complete all coursework aspects in most National 5, Higher and Advanced Higher qualifications.
- 1.10 The significantly different circumstances in which exams have taken place from 2019-2024 means that comparison of attainment between years and any conclusions drawn in changes in performance should be treated with significant caution. For this reason, in this report, the 2024 exams results data has been compared to the 2023 and 2019 exam results data, as this was the last year that the traditional exams system was applied prior to the pandemic.

2. Report

- 2.1 Education and Families has developed approaches to service delivery to successfully implement a range of national and local educational aims and priorities and enact its duties in relation to the Education (Scotland) Act 2016 which amends the Standards in Scotland's Schools etc. Act 2000. The aim is to ensure that every child and young person is equipped with the skills they need to lead successful and fulfilled lives and to contribute positively to their local communities and to the local and national economies.
- 2.2 The Service Improvement Plan and Standards and Quality (S&Q) Report align with national and local improvement drivers. They are designed to incorporate key priorities from several underpinning service level programmes of work and strategies. Throughout the plan and report there is a clear focus on raising attainment, ensuring equity and ensuring all learners are supported to achieve their full potential.
- 2.3 The Improvement Plan and S&Q Report reflect the Service's self-evaluation and encompass recommendations from several internal and external reviews including recommendations from the inclusion review and findings from collaborative improvement activity.
- 2.4 The S&Q Report 2023-2024 sets out some of our achievements in delivering our priorities within the context of the cost-of-living crisis and budget reductions across all local authorities. It includes information on how the Service has effectively managed tapering Strategic Equity Fund (SEF) to strengthen core activity and provide meaningful actions to address the poverty related attainment gap.
- 2.5 The Summary Standards and Quality Report 2023-2024 (Appendix 1) exemplifies the progress we have made in achieving our improvement priorities, in an abbreviated version. The full Standards and Quality Report (Appendix 2) contains further detail and highlights some of the highly effective approaches which were implemented, across education establishments, and with families and local communities, to continue to

support recovery processes and to combat the effects of poverty on children and their families.

- 2.6 Evidence of our progress and improvements in relation the 6 NIF drivers permeate the document:
- Performance Information
 - School and Early Learning Centre (ELC) improvement
 - Curriculum and Assessment
 - Parent/Carer Engagement and Family Learning
 - Teacher and Practitioner Professionalism
 - School and ELC Leadership
- 2.7 In addition to highlighting strengths and successes we have also identified key areas for development and next steps to enable us to continue to deliver excellence and equity and to ensure better outcomes for children, young people, families and communities.
- 2.8 The S&Q Report also contains information on our progress towards our core and core plus stretch aims; identified as part of Scottish Government's refreshed approach to the Scottish Attainment Challenge. (Key Performance Information (KPI) in Appendix 1 of the S&Q Report.) The report also exemplifies the way the Service has maximised the use of tapering Strategic Equity Funding (SEF) to improve outcomes for children and families impacted by poverty, with a focus on tackling the poverty related attainment gap.
- 2.9 The core stretch aims are part of a requisite package of measures identified by the Scottish Government. Core Measures include ACEL for P1, P4 and P7 Literacy Combined, ACEL for Numeracy P1, P4 and P7 Combined, 1 or more at SCQF Level 5 and 1 or more at SCQF Level 6. As previously reported to Committee benchmarks for the stretch aims were calculated from baseline data from 2020-2021. NLC established their stretch aims based on local intelligence and data and local and national comparison data. Stretch aims are set over a 3-year period. Session 2023-24 is an interim year however, information on our progress has been included for reference. Data should be analysed in context and with the understanding that NLC's targets were aspirational and from a higher than usual baseline. Furthermore, a level of tolerance should be applied to interim measures.
- 2.10 Local Authorities were able to identify their own Core plus stretch aims. North Lanarkshire Council's Core Plus stretch aims focused on improving attendance (primary and secondary) and included a participation measure focusing on work led by the Virtual School's team to reduce exclusions for Care Experienced young people. Data outlining our progress towards these aims in also included in the Key Performance Indicators, within the S&Q Report.
- 2.13 The Education and Families Improvement Plan for session 2024-2025 is included in Appendix 3. This provides specific detail around priorities for next session and outlines how we will track and measure progress. This is year two of our strategic three-year planning cycle. As such, the overarching priorities will remain in place for more than one academic session, however, key actions and baseline measures will change to reflect our progress. More detailed information outlining the Service's approach to raising attainment will be presented at the February Committee meeting.

- 2.14 The Education and Families Plan contains key priorities from several underpinning plans and programmes of work including The Plan for North Lanarkshire. It incorporates the Service's priorities from the Scottish Attainment Challenge plan and Raising Attainment Strategy. This demonstrates NLC's commitment to simplifying planning processes and aligning resources and efforts to reach overarching goals.

3. Measures of success

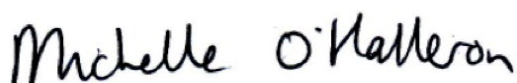
- 3.1 Continue to raise attainment and achievement for all young people and provide opportunities for them to develop skills for life and work.
- 3.2 Continue to work in partnership with parents and carers to provide meaningful opportunities for them to engage in service, and establishment level, self-evaluation processes that facilitate continuous improvement processes and enable all parents to have opportunities to support their children's learning.
- 3.3 Continue to support headteachers to improve outcomes for children and families, through implementation of, and participation in, robust self-evaluation and quality assurance processes.
- 3.4 Continue to use a range of qualitative and quantitative data to track and measure progress and inform planning for improvement processes.
- 3.5 Attainment measured against core and core plus stretch aims.

4. Supporting documentation

Appendix 1 – Draft Summarised Standards and Quality Report 2023-2024

Appendix 2 – Draft Standards and Quality Report 2023-2024

Appendix 3 – Draft E&F Improvement Plan 2024-2025



Michelle O'Halleron
Acting Chief Officer (Education – North)

5. Impacts (<http://connect/report-template-guidance>)

<p>5.1</p>	<p>Public Sector Equality Duty and Fairer Scotland Duty 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? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>5.2</p>	<p>Financial impact Does the report contain any financial impacts? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant financial impacts have been discussed and agreed with Finance? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p>5.3</p>	<p>HR policy impact 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 have 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>5.4</p>	<p>Legal impact 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 have 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>5.5</p>	<p>Data protection impact 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 dataprotection@northlan.gov.uk Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>5.6</p>	<p>Technology / Digital impact 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>

	<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)?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
5.7	<p>Environmental / Carbon impact</p> <p>Does the report / project / practice contain information that has an impact on any environmental or carbon matters?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p>
5.8	<p>Communications impact</p> <p>Does the report contain any information that has an impact on the council's communications activities?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p>
5.9	<p>Risk impact</p> <p>Is there a risk impact?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>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?</p>
5.10	<p>Armed Forces Covenant Duty</p> <p>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)?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>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.</p>
5.11	<p>Children's rights and wellbeing impact</p> <p>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?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>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).</p> <p>The report contains details on the proposed over-arching policy for Learning, Teaching and Assessment. Within this, the policy reflects the UNCRC, ensuring prominent focus and planning for children, their rights and wellbeing is central. This is monitored through the quality improvement and assurance model.</p> <p>If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>



North Lanarkshire Council
Education, Children and Families
Standards and Quality Report
2023-2024
Abbreviated Version

EDUCATION AND FAMILIES' IMPROVEMENT REPORT: 2023-24				
Strategic Aim: Raise Attainment and close the poverty related attainment gap.				
Link to Education and Families' Priority: Attainment and Achievement, Equity – Closing the attainment Gap, Developing the Young Workforce.				
Link to The Plan for North Lanarkshire: Resilient People and Brighter Futures.				
NIF Priority	Improvement in Attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school leaver destinations for all young people.			
NIF Driver	Assessment of Children's Progress. Teacher professionalism. School Improvement.			
Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
Improving outcomes by building staff capacity and leadership skills.	<p>Effective analysis and use of data to support excellence and equity at local authority and establishment level (tracking and monitoring).</p> <p>Continued implementation of the Service's Quality Improvement Framework to provide assurance and support continuous improvement across the Service.</p> <p>Provision of high-quality professional learning opportunities</p>	<ul style="list-style-type: none"> • Review SEEMiS Tracking and Monitoring. Procedures to ensure a consistent approach across all establishments. • Refresh current educational dashboard, linking with West Partnership. • Pilot new secondary attainment review processes to increase impact. • Organisation of Faculty Head Twilight sessions with a specific focus on raising attainment. • Bespoke CLPL sessions delivered by Education Scotland Attainment Advisor focusing on outcomes, measures, evaluative writing, and robust self-evaluation (SECI). • Launch the parental engagement strategy and monitor impact. 	<ul style="list-style-type: none"> • Analysis of HMIE grades for QI 1.3 Leadership of Change. • % of Positive HMIE results. • % of parents that agree/strongly agree that overall, they are satisfied with the school. (HMIE questionnaires.) • Analysis of Pupil and parental HMIE questionnaires, as reported as part of North Lanarkshire's Strategic Performance Framework. • Quantitative and qualitative feedback from Validated Self Evaluation Visits, Support and Challenge discussions etc. • Innovation and Improvement usage data. 	<ul style="list-style-type: none"> • 3 Faculty Head sessions took place across the year with 87% of schools attending. • In session 2023-2024, a total of eleven inspection reports were published for North Lanarkshire establishments. 82% of establishments received a positive report, using the current criteria which categorises a grading of satisfactory or above as positive. • Half of the quality indicators graded during inspections last session were graded as 'Good.' • HMIE questionnaire results indicate that 79% of parents agree or strongly agree that overall, they are happy with the schools. • We have continued to increase the number of establishments with Rights Respecting Schools (RRS); RRS schools. As of March 2024, 56 establishments have achieved Bronze, 44 have achieved Silver and 20 have achieved Gold. 28 new establishments have registered with RRS.

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	<p>to build staff capacity, at all levels.</p> <p>Parental Engagement Strategy.</p> <p>Integration of United Nations Convention on the Rights of the Child (UNCRC).</p> <p>Implementation of Equalities outcome statements.</p>	<ul style="list-style-type: none"> • Continue to support schools to incorporate UNCRC through initiative such as Rights Respecting Schools (RRS), curriculum rationale work etc. • Implementation of equalities leadership sessions. 	<ul style="list-style-type: none"> • Engagement statistics re. NL's Leadership programme. • Qualitative and Quantitative data re. CLPL opportunities. (attendance/opportunities) • Feedback on parental engagement strategy. • Data re number of schools with Rights Respecting Schools status. • Children's rights assessments on SLT/Committee papers. • Qualitative and quantitative data re. equalities activity as outlined in the equalities action plan. 	<ul style="list-style-type: none"> • Equalities leadership sessions have been created and are open to all cohorts. Further sessions will be planned into the upcoming programme. • Parental engagement strategy has been approved and will be launched in the new term along with engagement sessions. • Review of SEEMiS tracking and monitoring system is ongoing. The Service is collaborating with other LA SEEMiS representatives to look at different approaches to using SEEMiS to maximise impact. This work will continue next session. • Secondary attainment process reviewed in consultation with Secondary HTs and HMIs to maximise impact. This will be launched in session 2024-25. • SECI sessions delivered to all Heads of Establishment. Almost all agreed or strongly agreed that this professional learning improved their understanding of self-evaluation for continuous improvement. • Work on the dashboard refresh was paused as the Service are currently exploring the use of BI to create new systems and processes.
Improving outcomes	Strategic review of curriculum and	• Continued implementation of North Lanarkshire's Curriculum	• Qualitative and quantitative data to evidence the	• Curriculum Toolkit year 2 training and re-run of year 1 has had an uptake across

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
<p>through provision of a curriculum that reflects the design principles of CfE and meets all learners' needs.</p>	<p>learning pathways, reflecting on recent findings from OCED, Hayward review etc.</p> <p>Improvement in attainment and achievement through refreshed curriculum pathways at the senior phase, enhancing opportunities for completion of a range of award bearing courses.</p> <p>Improvement in attainment in literacy and numeracy through the delivery of refreshed curriculum progression pathways - BGE S1-S3. (yr2)</p> <p>Further development of progressive learning pathways to support consistency</p>	<p>Toolkit to support establishments to evaluate and review their current curriculum rationale and content. Establishment of support pathways for Year 1 and Year 2 adopters.</p> <ul style="list-style-type: none"> • CLPL sessions delivered to support implementation of the toolkit. • Pupil Conference – February 2024. • Celebrating success and sharing good practice event implemented. • Links with West Partnership to share good practice to improve outcomes. • Steering group established to develop creative BGE timetabling models for evaluation. • Monitor the impact of literacy and numeracy progression pathways to progression, within and across CfE Levels. • Creation of further progression pathways to support consistency across North Lanarkshire. 	<p>number of establishments engaging with the Curriculum Toolkit.</p> <ul style="list-style-type: none"> • BGE models created and submitted for evaluation. • Presentation data evidencing increased number and range of SQA options available for learners. <p><u>SEF Stretch aims:</u></p> <ul style="list-style-type: none"> • Increased number of young people achieving- • 1+ SCQF Level 5; • 1+ SCQF Level 6; • ACEL (literacy combined and numeracy combined). 	<p>schools of 62%. Faculty Heads and Principal Teachers (Secondary) also completed training sessions around curriculum and attainment with 87% of schools attending the 3 sessions. Almost all targeted staff attended at least one session.</p> <ul style="list-style-type: none"> • The sharing good practice Showcase event has been rescheduled to September 2024 to better link in with the launch of the refreshed NL Learning, Teaching and Assessment policy. • Further development of curriculum progression pathways this year has included Gaelic and STEM. These will be added to the suite of those already available - Digital, Literacy and Numeracy. Expressive Arts, 1+2 Languages and Health and Wellbeing are in progress and will be completed in session 2024-25. • Following consultation with school partners, a secondary establishment is working on a pilot for a combined S4-6 schematic. The test of change will be continually reviewed. • ACEL Literacy P1, P4 and P7 Combined – 75.05% • ACEL Numeracy P1, P4 and P7 Combined - 81.18% • All SCQF 5 (2022-23) - 85.82%

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	and quality across the service.			<ul style="list-style-type: none"> • All SCQF 6 (2022-23) - 61.89%
	<p>Education and Families Contribution to Brighter Futures Programme of work.</p> <p>Implementation and advancement of North Lanarkshire's Pathways programme and success in supporting our young people to achieve sustained positive destinations.</p> <p>Success of our Developing the Young Workforce (Pathways, Packages and Partnerships) approach in improving outcomes for learners.</p> <p>Universal provision of a progressive pathway that supports all children and young</p>	<ul style="list-style-type: none"> • Implementation of progressive pathway (3-18). • Embedding skills framework across early years, primary, secondary and ASN schools in line with Career Education Standard. • Broaden Foundation Apprenticeship (FAs) Frameworks in line with local drivers. • Increase the number of HNC programmes delivered in schools. • Increase uptake of Foundation Apprenticeships. • Increase overall participation in Future Friday programme. • Increase engagement of most vulnerable young people in Future Friday activity. • Continue to develop partnership work with the supported employment team to support senior phase pupils with ASN. • Core primary engineering and fundamental outdoor skills will 	<ul style="list-style-type: none"> • Qualitative and quantitative data re. FAs, HNCs, etc. • Future Friday quantitative data – overall and Q1. • Data evidences increased partnership programmes. • School Initial Leaver Destination Data. • SEF Stretch Aim: <ul style="list-style-type: none"> -Annual Participation Measure; -Improvement in Initial Leaver destinations. 	<ul style="list-style-type: none"> • 109 young people enrolled on the programme. Of the 94 who completed the programme 98% entered a positive destination. 73% entering further education, employment, apprenticeships or other formal training, 27% remaining with the Pathways programme to access support from the Pathways team, Routes to Work and SDS to identify the next step on their career pathway. • Work has commenced to embed skills framework with Careers Education Standard. This will continue into the new session. • 34 schools achieved NL Enterprising schools award as part of the new enterprise pathway. 138 schools engaged, with 9297 pupil engagements. • Average attendance at Future Fridays' sessions has doubled since January 2022 and increased by 5% compared to the previous academic year with 6,200 (29.03%) young people participating each week. • 40.03% (3618 pupils) of attendees at Future Fridays came from SIMD 1-3, with 29.28% (1694 pupils) of participants having additional support needs and 33.11% (248)

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	<p>people to develop an understanding of enterprise, entrepreneurship, and self-employment as a career opportunity.</p> <p>Enhanced levels of employer engagement through formalised partnerships.</p> <p>Impact of the Future Friday programme on improving opportunities and experiences for learners.</p>	<p>be offered across the primary estate.</p> <ul style="list-style-type: none"> • Further develop employer partnerships to support vocational learning. • Continue to work towards targets set in DYW delivery plan. 		<p>of attendees were from a care-experienced background.</p> <ul style="list-style-type: none"> • Vocational Education team worked in partnership with Supported Employment to provide 2 dedicated Transition Support Workers to support young people with additional support needs into positive destinations. This project will continue till June 2025. 433 pupils, from 10 Primary Schools participated in Primary Engineering. 75% of pupils participating were eligible for free school meals. 130 (P5-7) pupils also attended BE-ST Next Gen programme which raises awareness of the potential of low carbon and sustainable construction. Primary Pathways provided 45 targeted support sessions for P5-7 children across five clusters who were identified by CIILS and Head Teachers as being disengaged or at risk of disengaging. This impacted positively with engagement levels increasing. Employer partnerships: Vocational Education have developed partnerships with NHS to increase opportunities for work experience within social care and health care for pupils with continuing support from NLC Early Years provision for placements for social services and childcare groups. New partnerships have been secured with 4 contractors with

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				<p>delivery starting in session 2024-25. Data provided by DYW LED shows North Lanarkshire Secondary Schools have engaged with 1557 employers, delivering 2611 activities, to 34216 young people during session 2023-24.</p>
Developing effective pedagogical approaches across North Lanarkshire	<p>Development of a North Lanarkshire Play Strategy to support staff and maximise opportunities for learners to learn through high quality play- based learning experiences.</p>	<ul style="list-style-type: none"> • Audit existing approaches to play based learning. • Collaborate with relevant partners to create an authority wide Play strategy. • Complete a test of change pilot - Year 1. • Deploy play practitioners strategically to support pilot programme. 	<ul style="list-style-type: none"> • Qualitative and quantitative data showing the impact of new approaches on children's engagement, learning and motivation (Pilot). • Analysis of stakeholder feedback re. Play Strategy. 	<ul style="list-style-type: none"> • An audit was carried out in Dec 2022 to establish approaches within primary establishments. 94 responses indicated that a third of establishments were at the initial implementation stages of play based learning. • 129 staff participated in CLPL related to play through collaborative working with the West Partnership. • Due to staffing constraints, play practitioners were unable to be released. New model created and ready to implement in session 2024 with new Education Support Officers leading development work.
	<p>Our strategic approach to ensuring effective delivery of Gaelic Education within North Lanarkshire.</p>	<ul style="list-style-type: none"> • Parents' Consultation Group will meet termly with key officers to consult and report on the plan. • Continue to work with Comann nan Pàrant (CnP), to increase Gaelic opportunities for children, young people and their families. 	<ul style="list-style-type: none"> • Increase the number of primary schools in North Lanarkshire that deliver Gaelic as an L3 • Increased uptake of Gaelic education 	<ul style="list-style-type: none"> • Almost all tasks are ongoing, with a minority completed. Some key actions were paused due to a live statutory consultation, which concluded at E&F Committee in May 2024. • Curricular Pathways created for Early, First and Second level. Work with CnP is

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	<p>Strategic development work, aligned to key actions outlined within the GLP: increasing the use of Gaelic • Increasing the learning of Gaelic • Promoting the positive image of the language.</p> <p>Approaches taken to ensure that Gaelic continues to be a vibrant modern language which enables our young people to develop wider routes to learning life and work.</p> <p>Statutory consultation results.</p>	<ul style="list-style-type: none"> • Increase opportunities for children and families to engage with Gaelic music and culture through a range of activities. • Work with colleagues in EY to promote GME as an option to parents. • Develop progressive pathways. • Continue to link with colleagues in Community Learning and Development to strengthen opportunities for children and families. 	<ul style="list-style-type: none"> • Increase in the number of schools delivering Gaelic as an L3 	<p>ongoing and there is continued effort to encourage family engagement opportunities. CnP engagement will be continued around NL standalone provision discussions.</p>
	<p>Capacity to improve the quality of children and young people's learning experiences through authority led Learning, Teaching</p>	<ul style="list-style-type: none"> • Re-launch Learning, Teaching and Assessment (LTA: Assessment and Moderation) to strengthen rigour and consistency across NLC. 	<ul style="list-style-type: none"> • Qualitative and Quantitative data re. CLPL opportunities. (attendance/opportunities) • Stakeholder feedback re new LTA policy. 	<ul style="list-style-type: none"> • 33 schools/staff participated in a LA moderation event. A further 29 took part in a West Partnership event with 97% of successful outcomes. • 27 senior leaders received VSE Champions training to allow them to support our

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	<p>and Assessment (Moderation) improvement activity.</p>	<ul style="list-style-type: none"> • Implement processes to increase moderation across clusters, secondary departments and ASN networks. • Creation of North Lanarkshire – LTA (Moderation) policy. • Work with West Partnership to lead Improving Our Classrooms (IOC) and Improving our Departments (IOD). • Organise a robust programme of training for LTA leaders, QAMSO and HTs etc. to disseminate key messages across all establishments and improve understanding of the learning, teaching and assessment cycle. 	<ul style="list-style-type: none"> • Almost all establishments will have an identified LTA coordinator who attends training. • Parent Satisfaction - % of parents that agree that they receive helpful, regular feedback about how their child is learning and developing. • Improvement in accuracy of teacher professional judgement (TPJ) and attainment as evidenced in Core and Core plus stretch aims. 	<p>wider quality assurance/validated self-evaluation processes.</p> <ul style="list-style-type: none"> • 1906 teachers participated in LTA sessions • 75% of primary, and 78% of secondary schools regularly attended LTA Coach sessions to strengthen approaches and disseminate key messages.
	<p>Impact of Learning Hub operating model on building staff capacity and improving attainment in literacy, numeracy, STEM and LTA.</p> <p>Strategic deployment of Pedagogy Practitioners to build capacity and improve</p>	<ul style="list-style-type: none"> • Develop and implement a robust referral system for the deployment of additional resources to support excellence and equity, maximising outcomes for learners. • Develop a robust system for tracking, monitoring, and reporting impact. • Dyscalculia – Work with educational psychologist to 	<ul style="list-style-type: none"> • Improvement in attainment as evidenced in Core and Core plus stretch aims. • Qualitative and quantitative data re. impact of pedagogy team. • Increased use of new referral process to provide targeted support. • Qualitative and Quantitative data re. CLPL 	<ul style="list-style-type: none"> • Work has been ongoing with the TPAG and DYW team to strengthen the universal delivery of Financial Education. A programme of activity to strength universal approaches and provide targeted support has been created for implementation in session 2024-25. • Following a literature review by the Robert Owen Centre, a test of change research pilot with 4 establishments has been set up to explore Expressive Language

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	outcomes for learners.	<p>launch new Dyscalculia guidance.</p> <ul style="list-style-type: none"> • Work with partners (TPAG) to develop a financial education programme that supports young people to develop financial awareness. • Work with colleagues from the Robert Owen Centre and Psychological Services to develop a test of change initiative re. strategies that can be used to support young children to develop their Expressive Language skills. (Early Identification and Intervention.) 	<p>opportunities (attendance/opportunities).</p> <ul style="list-style-type: none"> • Data and findings of Expressive Language Test of Change. 	<p>development. This will be implemented in the new session.</p> <ul style="list-style-type: none"> • Following consultation with Education Scotland and Educational Psychologist the new dyscalculia guidance has been finalised and will be launched in the new session.
	Transformation of the digital infrastructure and connectivity across the school estate including project management of devices and immersive classrooms. Strategic approach to developing a high-quality, aspirational digital learning	<ul style="list-style-type: none"> • Continue to use procurement framework to manage device deployment and refresh programme. • Strategic Deployment of Pedagogy Practitioners to build capacity and improve outcomes for learners. • Comprehensive programme of CLPL to empower and upskill staff and ensure sustainability of digital developments. 	<ul style="list-style-type: none"> • Qualitative and Quantitative data re. CLPL opportunities (attendance/opportunities). • Increased Digital Schools Award Scotland (DSAS) awards. • Digital device inventory. • CLPL data (qualitative and quantitative). • SCQF levels 3-7 Digital Award data. 	<ul style="list-style-type: none"> • Over 1400 devices successfully refreshed as part of phases 3 and 4 of the refresh plan. • Throughout the session the 15 Digital Pedagogy Practitioners worked across all 23 clusters to provide technical support and to build staff capacity to embed quality digital pedagogy. • The creation of recorded CLPL content increased availability of support for establishments. 25 sessions of additional bespoke CLPL for schools and clusters was also delivered. 9 candidates successfully

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	<p>environment across all establishments and sectors. (Transformational change)</p> <p>Approaches to building staff capacity through a provision of a comprehensive suite of professional learning opportunities that empower staff and ensures a sustainable approach to digital improvement. (Building Capacity)</p> <p>Learning Experience: Development of programmes and processes that maximise the effective use of devices and technologies to ensure equity and excellence and improve outcomes for</p>	<ul style="list-style-type: none"> • Continued promotion of Digital Schools Award Scotland (DSAS) and Microsoft Educator. • Monitor the impact of digital progression pathways to progression, within and across CfE Levels. • Mapping exercise completed for Digital literacy and computing science qualifications across the SQA subjects. • Tracking system developed for attainment and attrition within the digital consortium. • Establish an approved catalogue of software applications which can be used to enhance core digital learning. • Expansion of immersive experiences. • Further installation of digital classrooms. 	<ul style="list-style-type: none"> • Increased uptake of Digital consortium data. • Monitoring of Virtual Classroom data. 	<p>completed the Digital Leadership Course. Universal development sessions delivered to all probationers and digital champions. CLPL also delivered to all schools for digital systems such as ParentsPortal, Glow and NLED account use.</p> <ul style="list-style-type: none"> • 58 schools are fully accredited DSAS. This is 38% of all NLC establishments and exceeds the previously set target for 40 establishments. A target of 58% schools achieving DSAS has been set for next session (an additional 32 schools). • 75% of all NL schools inspected in this session highlighting good examples of digital practice. • Pathways updated to include core and exemplified learning for 3rd level in both Computing Science and Digital Literacy. • 2 new Immersive Experiences created and installed in Summerlee (Coatbridge) and Motherwell (Library). Airdrie Library site will be completed in session 2024-25. • 9 digital classrooms installed in total - Bellshill Hub (pilot), Airdrie Academy (pilot), Greenfaulds (pilot), St Margaret's, St Maurice's, Chryston, Coltness, OLHS Motherwell and Caldervale. Capital funding removed but will be reviewed again in 2024-25 to support other 14 schools.

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	children and young people. (Learning Experience)			
<p>Improve outcomes for learners through the provision of high-quality early years educational provision</p>	<p>Impact of implementation of the Early Year Service's Quality Improvement Framework to provide assurance and support continuous improvement across the Service.</p> <p>Provision of high-quality professional learning opportunities that builds staff capacity, at all levels.</p> <p>Deployment of EY workforce.</p> <p>Impact of 1140 hours on improving outcomes for children and families.</p>	<ul style="list-style-type: none"> • Continued implementation ELC training calendar to empower and build staff capacity. • Expansion of Early Year Leadership Framework. • Strategic deployment of staff to build capacity and to support excellence and equity. • Continued implementation of Early Years Learning, Teaching and Assessment based moderation cycle training. • Development of an EY training tool. • Introduction of EY Heads of Centre (HoC) Mentor Model. • Launch Family Engagement Service to provide further support for children and families. • Continue to offer Solihull Programme to improve consistency across the Service. • Engage in the Scottish Study of ELC with Scottish Government - Phase 4 - (October 2023) to 	<ul style="list-style-type: none"> • Qualitative and Quantitative data re. CLPL opportunities (attendance/opportunities). • By June 2024 all primary schools will have the opportunity to participate in CLPL to enhance the knowledge and skills of staff to provide high quality child centred play pedagogical approaches for children in primary one. • Data re. Impact of Family Engagement services (uptake and impact). • Solihull – attendance data. 	<ul style="list-style-type: none"> • 96% of participants from our ELC leadership programme reported that the programme has had a positive impact on them as leaders, in comparison to 94% in 2023. • Since December 2023, 100% of settings have achieved the Gold Award status for ELC Breastfeeding award. • 36 of our support workers have completed the PDA Education Support Assistant course. 14 staff have completed the BA in Childhood Practice. This shows our commitment to build staff capacity. • A pan Lanarkshire Solihull Approach Steering Group has been established to provide governance and co-ordination of the overall programme and monitor impact. To date, the total number of practitioners across Lanarkshire is 3714. • 3583 participants have registered in the online parenting programme with 75% who have actively engaged. 96% report the course is helpful and makes a difference, 94% would recommend this to other parents.

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
		monitor the impact of 1140 hours.		<ul style="list-style-type: none"> To date 996 practitioners have completed the Breastfeeding Friendly ELC Award Scheme Module. Investment in our ELC estate: 8 FLC Completed, 7 Nursery Classes completed, 2 new build hubs and adaptations to 103 ELC settings to improve the learning environment.
Tackle Poverty and Closing the poverty related Attainment Gap	<p>Impact of refreshed Strategic Equity Fund Plan on closing the poverty related attainment gap and improving outcomes for learners.</p> <p>Development of partnerships and synergies between various funding streams to enhance support for vulnerable children and families and close the poverty related attainment gap.</p> <p>Processes and procedures to support</p>	<ul style="list-style-type: none"> Relaunch SAC/PEF framework following midterm review. Establish clear procedures for identifying, monitoring, and reporting on Local Authority core and core plus stretch aims. Deploy Cluster Attainment Teachers (CATs) across the cluster to provide support for identified individuals. Deploy Curriculum Managers to strengthen improvement work with a specific focus on learners from the lowest deciles (Q1). Collaborate and work with colleagues across Services to implement North Lanarkshire's Tackling Poverty Strategy. Development of an Arts Strategy for North Lanarkshire Council that integrates our arts offer 	<ul style="list-style-type: none"> Stakeholder feedback re. SAC/PEF Framework. Progress towards core and core plus stretch aims. Club 365 Attendance and participation data and feedback. Participation Statistics-School and Community Music Programmes. Cluster data evidencing impact of CATs. Progress updates TPAG. 	<ul style="list-style-type: none"> Entry Point 3 for SAC/PEF procurement framework has been concluded and will be issued to establishments in the new session. 20 new suppliers have been added. Monthly attendance reporting, and bi-annual ACEL data supports progress towards core and core plus stretch aims. All clusters have received input from Curriculum Manager to strengthen focus on equity and excellence. The attainment gap has reduced from 18.5pp to 15.04pp for literacy at the primary stages. The attainment gap has reduced from 16.1pp to 13.81pp for numeracy at the primary stages. CATs provided support to 1237 learners to accelerate progress and recovery. 70% of learners supported

Aims for 23-24	Expected Outcomes and Key Actions	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
	<p>establishments to maximise use of PEF to improve outcomes for identified learners and close the poverty related attainment gap.</p> <p>Strategic deployment of targeted support and interventions to support equity in education.</p>	<p>across targeted council services to engage and work with communities to tackle inequality.</p> <ul style="list-style-type: none"> • Review current Club 365 operating model to ensure sustainability and inclusivity. 		<p>were identified as have a poverty-related barrier to learning.</p> <ul style="list-style-type: none"> • Work has been ongoing across clusters using the established three questions approach to support self-evaluation of the cost of the school day and financial inclusion. • Full review of Club 365 took place last session and was reported to committee on sustainability. • Active and Creative Communities (ACC) are no longer part of the E&F service albeit we continue to work in partnership. ACC will report on the progress of this strategy via their reporting processes.

Link to Education and Families Priority: Improvement in children and young people's health and wellbeing, Vulnerable Groups- improved outcomes for vulnerable groups				
Link to the Plan for North Lanarkshire: Brighter Futures and Resilient People				
NIF Priority	Improvement in Children and Young People's health and wellbeing; Placing human rights and needs of every child at the centre of education, Closing the attainment gap between the most and least disadvantaged children and young people.			
NIF Driver	Parent/carer Involvement and engagement, Performance information, School and ELC improvement.			
Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success?	Key Highlights
To improve outcomes for learners through	Impact of Empowering Our Cluster Model.	<ul style="list-style-type: none"> • Continue to link with establishments and the inclusion 	<ul style="list-style-type: none"> • Cluster dashboard data re. allocation of supports and impact. 	<ul style="list-style-type: none"> • FESAs engaged with a total of 416 pupils. Engagements were completed with 192 of these

robust GIRFEC planning processes, collaboration and partnership working.	<p>Approaches to promoting wellbeing and ensuring children thrive, particularly those impacted upon by poverty.</p> <p>Deployment of cluster-based resources to improve outcomes for children and young people.</p> <p>Impact of cluster quality improvement framework in ensuring consistency and quality across the clusters.</p> <p>Processes and procedures to improve attendance.</p>	<p>team to support North Lanarkshire's approach to GIRFEC.</p> <ul style="list-style-type: none"> • Ensure children and families remain at the heart of planning processes and deployment of cluster-based staff (CSTs and CATS) to support children and families. • Enhancement of health, mental health, and wellbeing supports for identified learners. • Deploy Family Engagement Support Assistants (FESAs) strategically to improve attendance for identified learners. • Continue to build effective partnerships to improve locality supports for children and outcomes. • Update Page Tiger resource to ensure all practitioners have access to the most up to date guidance and supports. • Monitor the impact of school-based counselling fund to provide support for learners. • Phased implementation of cluster-based staffing formula. • Continued implementation of the We Aspire model. 	<ul style="list-style-type: none"> • GIRFEC CLPL attendance figures. • HMIE Inspection results for QI 3.1. • Quality Improvement feedback/evidence. • Page Tiger data. • School based Counselling data. • Attendance and exclusion figures. • Attendance stretch aims data. • Data re. impact of FESA. 	<p>families, and attendance for these families improved by 56% on average. Work is continuing with a further 224 families.</p> <ul style="list-style-type: none"> • 2915 logins and 1567 messages received via our online mental health service, Kooth. 127 young people aged between 10-18 used this service to engage in 1:1 chats to support their mental health and wellbeing. • 1135 Outcome Star completed, with 776 from primary, 210 from secondary, 14 from ELC and 9 from Social Work. Information gained through this was used to support planning processes.
To improve outcomes for our most	Processes to strengthen Integrated Practice to Improve Outcomes for	• Continue implementation of the strategic programme for Trauma Informed Practice Training to	• Trauma Informed Practice – CLPL data.	• Since 2015 almost two thirds (102) of establishments have completed nurture focussed development

<p>vulnerable children and families, including those at risk of harm.</p>	<p>learners, particularly those at risk of harm.</p> <p>Approaches to ensuring children and young people's voices are at the heart of planning processes. Use of self-evaluation evidence, including data, to support continuous improvement and inform future planning.</p> <p>Deployment of local and cluster-based resources to improve outcomes for children and families.</p>	<p>develop shared language and approaches.</p> <ul style="list-style-type: none"> • Implementation of the Signs of Safety Model to strengthen and ensure children and families are at the centre of planning processes, including safety planning when there is risk. (Linked to the Promise) • Continued implementation of contextual safeguarding, safe and together and Up2U. • Implementation of a 'whole family support' approach, keeping children safe and within their families by providing a range of supports including approaches to tackling poverty. • Recruitment of foster carers and supported carers to provide high quality care for children who cannot remain and be safe within their family network. • Ongoing reconfiguration of aftercare services. • Continue implementation of 10-year programme of transformation in the delivery of care and family support in Scotland placing the voice of the child at the heart of planning. • Work with relevant stakeholders to review policies and procedures 	<ul style="list-style-type: none"> • Evidence of positive impact of effective implementation of the Corporate Parenting Plan. Improved attendance and positive destination data for CEYP. • Data evidencing number of CEYP being supported 'Closer to Home'. • Evidence of integration of UNCRC in to processes and procedures. • Data re. whole family supports provided. • Data re. number of fosters carers. • Joint Inspection of Children's Services – progress through the Action Plan. 	<p>work with Educational Psychologists. Following input, participants reported a 30% increase in knowledge and confidence.</p> <ul style="list-style-type: none"> • The current number of schools at the various stages of the RRS awards is as follows: • 14 achieved Gold Awards • 42 achieved Silver Awards • 53 achieved Bronze Awards • 23 are registered and working towards their first award. <p>To date:</p> <ul style="list-style-type: none"> • 243 members of our workforce have been trained in contextual safeguarding from across the partnership. • 103 members of our workforce have completed trauma informed practice learning module. • 129 members of our workforce have completed the equal protection learning module. • 117 members of our workforce attended robust referral training. • 74 members of our workforce have attended the SCRA Mock children's hearing training. • 259 members of staff have undertaken the understanding neglect learning module.
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		<p>to embed legislation incorporating the United Nations Convention on the Rights of the Child into Scots Law.</p> <ul style="list-style-type: none"> • Work with colleagues from across the partnership to create a plan to address action points from Joint Inspection of Children's Services. 		<ul style="list-style-type: none"> • 306 members of our workforce attended the child protection briefing sessions. • 140 young carers are supported at any given time by Action for Children young carers North Lanarkshire.
<p>To continue to review processes, practice and infrastructure to ensure effective use of available resources to support and improve outcomes for learners.</p>	<p>Continue to develop Quality Improvement processes within ASN sector, with a specific focus on effective use of data to support continuous improvements.</p> <p>Develop an efficient cluster-based resource allocation process which maximises use of local knowledge to deploy resources effectively to meet learners needs.</p> <p>Continue to reconfigure Intensive ASN service to maximise resource and better meet the needs of children and families.</p> <p>Review policies, processes and guidance to ensure compliance with legislative changes and to ensure best practice.</p>	<ul style="list-style-type: none"> • Continue to review strategic workforce planning to develop new roles and allocation processes to support early identification and to empower local clusters to strategically distribute resources to meet the needs of their learning communities. • Monitor the impact of NBPR process. • Update North Lanarkshire's Child Protection and Safeguarding Policy and Practice. • Pilot North Lanarkshire's Transition Policy. • Engage in a collaborative improvement process (CIR) with ADES to validate self-evaluation and support identification of next steps. 	<ul style="list-style-type: none"> • Data evidencing increased access to bespoke HWB supports for learners (quantitative and qualitative data.) • Inclusion Dashboard data to evidence impact of support. • NBPR data evidencing application and placement data. • Stakeholder feedback re. policy updates. • Feedback for CIR. 	<ul style="list-style-type: none"> • Over 180 delegates from across NLC Education and Families, partner services and NHS Lanarkshire attended a Child Protection Conference on 21st May 2024 to understand revised approaches to child protection at national, local authority and establishment level. • New processes to assess and plan for additional support needs have been strengthened, with a revised and simplified GIRFEC Pathway established for use by all practitioners. 36 HTs/HoC have had the opportunity to participate in NBPR processes building capacity and developing a shared understanding of processes. • There was an average of 4% attendance increase gain per pupil, supported by We Aspire. • Following training sessions led by the Inclusion Team, ASN recording is now more accurate:

				<p>Sep 2023 Sep 2024:</p> <p>9.7% 31.31% Primary 27.3% 35.16% Secondary</p> <ul style="list-style-type: none"> • 69 young people were supported through We Aspire outreach. • The incorporation of We Aspire SEBN provisions into new purpose-built facilities within mainstream campuses provides increased opportunities for inclusion and sharing of resources and expertise. • The new Transition Policy provides a comprehensive approach to transition planning, in line with GIRFEC principles. We will continue to review the impact of the Transition Policy to ensure positive outcomes for children and young people. • Continued repurposing of 7 current learning spaces, in addition to incorporating ASN spaces in future builds, is ensuring that North Lanarkshire has fit for purpose, 21st century learning spaces for all learners and supports the realisation of the closer to home agenda. • The Needs Based Pathway Review (NBPR) process has resulted in the number of children/young people
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				<p>having their needs met within their own locality increase, and the number referred for a placement out with their own community decline. NBPR data is being used increasingly effectively to inform planning for future Service needs, including the provision of targeted support to individual establishments, to build capacity.</p> <ul style="list-style-type: none">• The development of a career progression pathway which provides the opportunity for progression from Modern Apprenticeship (SVQ 2 and 3) to Learning Assistant (NLC4 grade), to Enhanced Support Assistant (ESA, NLC7 grade) is beginning to support the Service to build a workforce for the future, creating increased opportunities for young people and new staff members. 5 SVQ3 MAs were supported during academic session 2023/2024.• 5 young people were employed as Learning Support Assistants (NLC2) in session 2023/24.• New processes are supporting a reduction in out of authority placements with a reduction from 45 in session 22/23 to 41 in session 23/24.
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				<ul style="list-style-type: none"> • In session 2023/24 a total of 87 National 3 and 4 level qualifications were achieved by 27 young people working individually with Virtual School teachers: 93% achieved a qualification in English and 93% achieved a qualification in Maths. 63% achieved three or more national qualifications, 37% achieved four or more and 19% achieved five or more. • Over the past five school sessions, exclusions of care experienced learners have reduced overall by 93% (158 to 11), learning days lost reduced by 93.5% (339.5 to 22) and the number of care experienced learners receiving an exclusion reduced by 88% (92 to 11). • The development and integration of the We Aspire College demonstrates North Lanarkshire's creative approach to providing an inclusive educational and vocational experience for young people experiencing adversity who require a more flexible and nurturing approach to learning. The impact of this new model and cultural shift has seen reductions in both exclusions and incidences of physical intervention for these
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				<p>young people (a reduction of an average of 111 exclusions pre-We Aspire to an average of 5 exclusions post-We Aspire; and a reduction from 26 physical interventions during 22-23 to 1 physical intervention during 23-24).</p> <ul style="list-style-type: none"> • The Virtual School team's strong partnership working with key stakeholders across the Service, to support care experienced children and young people, is impacting positively and there has been a significant reduction in exclusions of care experienced young people in the last 5 years. Since session 2019/20, there has been a: • 93% reduction in exclusions for care experienced learners. • 93.5% reduction in days lost due to exclusion for care experienced learners. • 88% reduction in number of care experienced learners excluded from school. • The model used by the Virtual School team supports capacity building across staff teams, which in turn strengthens the sustainability of supports and improves outcomes for identified learners.
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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 0.5pp above or below.**

Key Performance Measure	June 2022	June 2023	June 2024	June 2025
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	72.23%	75.47%	75.05%	
% of Q1 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	63.93%	67.52%	67.73%	
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	82.94%	86.06%	82.77%	
Q1 – Q5 Gap (P1, P4 and P7 combined) achieving expected levels or better in literacy)	19.01pp	18.54pp	15.04pp	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	79.38%	81.31%	81.18%	
% of Q1 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	72.60%	74.80%	74.56%	
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	89.15%	90.90%	88.37%	
Q1 – Q5 Gap ((P1, P4 and P7 combined) achieving expected levels or better in numeracy	16.55pp	16.10pp	13.81pp	
% 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%	
% 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%	
% 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%	
Q1 – Q5 Gap (S3 3 rd level or above literacy)	13.9pp	9.0pp	14.10pp	
% of S3 pupils achieving third level or better in numeracy (Core Plus)	85.34%	85.11%	87.66%	
% of S3 Q1 pupils achieving third level or better in numeracy (Core Plus)	76.20%	78.13%	79.86%	
% of S3 Q5 pupils achieving third level or better in numeracy (Core Plus)	95.96%	93.87%	96.85%	
Q1 – Q5 Gap (S3 3 rd level or above numeracy)	19.76pp	15.74pp	16.99pp	
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)	June 2024 (22/23 insight)	
% of leavers achieving 1 or more awards at SCQF Level 5 or better (All SCQF)	88.55%	87.46%	85.82%	
% of Q1 leavers achieving 1 or more awards at SCQF Level 5 or better	81.73%	78.48%	77.09%	

Key Performance Measure	June 2022	June 2023	June 2024	June 2025
% of Q5 leavers achieving 1 or more awards at SCQF Level 5 or better	97.96%	96.60%	95.59%	
Q1 – Q5 gap SCQF 5	16.23pp	17.52pp	18.5pp	
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.49%	64.62%	61.89%	
% of Q1 leavers achieving 1 or more awards at SCQF Level 6 or better	54.82%	49.13%	48.93%	
% of Q5 leavers achieving 1 or more awards at SCQF Level 6 or better	83.67%	81.41%	82.89%	
Q1 – Q5 gap SCQF 5	28.85pp	32.28pp	33.96pp	
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	
Overall	90.2%	91.0%	91.9%	
Quintile 1	85.1%	85.7%	87.2%	
Quintile 5	95.5%	96.0%	96.4%	
Q1 – Q5 gap (APM)	10.4pp	10.3pp	9.2pp	
Core Plus Stretch aims		June 2023	June 2024	
% Attendance Primary		91.16%	91.61%	
% attendance Q1 Primary		88.52%	89.15%	
% attendance Q5 Primary		94.50%	94.69%	
Q1 – Q5 Gap Primary		5.98pp	5.54pp	
% Attendance Secondary		85.54%	85.72%	
% Attendance Q1 Secondary		81.57%	81.21%	
% Attendance Q5 Secondary		90.41%	91.23%	
Q1- Q5 Gap Secondary		8.84pp	10.02pp	
% of leavers achieving S5 1+ Higher (A-C passes based on all candidates) (Excludes ASN schools) Seemis BI (*1)	57.5%	53.36%	53.2%	
% of Q1 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	40.6%	36.84%	37.7%	
% of Q5 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	74.8%	77.58%	72.6%	
Q1 – Q5 gap leavers achieving S5 1+ Higher (A-C passes based on all candidates)	34.2pp	40.74pp	34.9pp	
% of P4 learners achieving expected level for writing	70.90%	73.45%	73.89%	
% of Q1 P4 learners achieving expected level for writing	62.53%	66.35%	67.06%	
% of Q5 P4 learners achieving expected level for writing	81.21%	83.91%	84.40%	

Key Performance Measure	June 2022	June 2023	June 2024	June 2025
Q1 – Q5 Gap for P4 learners achieving expected level for writing	18.68pp	17.56pp	17.34pp	
NLC Performance Management Target (Result collated from HMIE questionnaires distributed over 11 inspections published over session 2023-24.)				
Parent satisfaction - % parents agree or strongly agree that the school is well led and managed		88.8%	77%	
Parent Satisfaction - % of parents that agree that they receive helpful, regular feedback about how their child is learning and developing.		85.8%	72.2%	
Parent Satisfaction –% of parents that agree/strongly agree that overall they are satisfied with the school.		91.0%	78.8%	
HMIE Inspection Results, early years- % positive reports (Using previous measure– satisfactory or above)		100%	100%	
HMIE Inspection Results, early years- % positive reports (Using new measure – good or above)		66.67%	50%	
HMIE Inspection Results, schools - % positive reports (Using previous measure – Satisfactory or above)		100.0%	81.2%	
HMIE Inspection Results, schools - % positive reports (Using new measure – good or above)		71.0%	45.45%	

*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 roll figures from Insight.



North Lanarkshire Council Education, Children and Families Standards and Quality Report Full Version 2023-2024

Foreword from Education, Children and Families Convener

I am pleased to introduce this Standards and Quality Report for 2023 – 2024.

This report demonstrates the progress made across the education service. There are many examples of improvements and successes, which is testament to the excellent work that goes on in our schools, centres, and other establishments. The report concludes with our planned next steps, to ensure there is sustained improvement. I am delighted to commend this report to all stakeholders.

In my role as Convener of Education, Children and Families, I am in the privileged position of hearing and seeing first-hand the excellent work that is going on in our schools and establishments.

Councillor Michael McBride

Convener (Education, Children and Families)

Message from Depute Chief Executive

There were many successes in Education, Children and Families last session, including the successful conclusion of the Children's Service's Inspection, highlighting many strengths in the system including 'effective leadership, with clear strategic direction and focus.'

We also had a positive Collaborative Improvement Visit for Inclusion, and this report highlighted North Lanarkshire's progress to significantly improve outcomes for learners with additional supports needs within specialist provisions, as well as the creative ways to engage staff with continuous lifelong professional learning.

We must also acknowledge the hard work and effort which surrounds ACEL data and SQA results, from staff and, of course, young people themselves. ACEL data indicates that levels of attainment in literacy and numeracy in the primary sector continue to improve steadily. There was an increased number of young people being presented for qualifications in National 5 and Higher, and improvement in several key measures relative to 2019 (pre-pandemic).

We are delighted that further community hubs opened last session (Riverbank and Chryston) and that our Empowering Clusters model continues to grow and develop, ensuring our children and young people are supported well.

This report outlines the impact of key programmes of work and initiatives that have had a positive impact on our learners.

Andrew McPherson

Depute Chief Executive

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1. Our Context

1.1 North Lanarkshire Context

North Lanarkshire occupies around 181 square miles in the Central Belt of Scotland. The area is mainly urban with some rural areas. There are three main urban areas in North Lanarkshire: Cumbernauld and Kilsyth, Airdrie and Coatbridge, and Motherwell and Wishaw.

The council area, at the 2022 Census had a population of 341,000, which is a 1% increase since the 2011 Census. It is less than the surrounding local authorities and is Scotland's fourth largest local authority. The population density is 725.5 per sq.km, making it the 5th highest in Scotland after Glasgow, Dundee, Edinburgh and Aberdeen.

In 2017, the council established the North Lanarkshire Fairness Commission to develop policy recommendations aimed at tackling poverty and inequality in the area and the recommendations have been reflected in 'The Plan for North Lanarkshire'.

Our Local Area

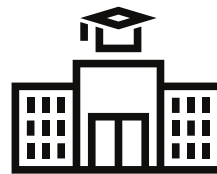
There are 9 community areas:

- Airdrie
- Bellshill
- Coatbridge
- Cumbernauld
- Kilsyth
- Motherwell
- Northern Corridor
- Shotts
- Wishaw



Educational Estate

- 118 primary schools, 10 of which have attached support centres.
- 79 primary schools offer Early Years provision. (58 Term Time and 21 Full Time) with 3 ASN linked nursery classes.
- 23 secondary schools, 4 of which have an attached support centre.
- 23 council managed Family Learning Centres, 6 with ASN Provision.
- 13 additional support needs establishments.
- 16 North Lanarkshire schools are recognised as Rural Schools.



Our Children and Young People

- North Lanarkshire has circa 8200 children in early years placements and 48,300 children in primary and secondary education.
- 32% of our young people living in SIMD groups 1-2 and circa 11, 800 have clothing grants.
- 18.3% of our children are registered for Free School Meals.
- 20.3% of our children are entitled to a clothing and footwear grant.
- 13, 377 children are registered with an additional support need.
- 2,741 children are registered as having English as an additional language.
- 1,989 children are care experienced (either currently or previously).



2. Our Plans and Priorities

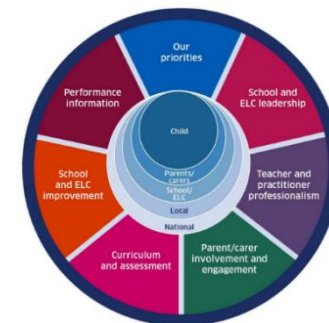
2.1 National Improvement Framework

Education, Children and Families is committed to promoting excellence; in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, and equity; removing barriers and implementing strategies to ensure every child and young person has the best opportunities to succeed and thrive, regardless of their social circumstances or additional needs. We have a particular focus on closing the poverty-related attainment gap.

Our key improvement priorities are underpinned by the [National Improvement Framework \(NIF\) Priorities](#). In December 2021 the NIF priorities were updated to reflect legislative changes incorporating the United Nations Convention on the Rights of the Child (UNCRC) into law. This ensures that practitioners at all levels are aware of their responsibilities in relation to the United Nations Convention on the Rights of the Child (UNCRC):

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children and young people's health and wellbeing.
- Improvement in skills and sustained, positive school leaver destinations for all young people.

The 6 drivers were also updated. Key changes include closer alignment of curriculum and assessment and integration of early years terminology throughout the drivers. This provides increased cohesion and reflects the progressive nature of the 3-18 Curriculum for Excellence.



2.2 The Plan for North Lanarkshire

[The Plan for North Lanarkshire](#) sets the direction for the council and partners. Its purpose is to communicate the shared priorities and provide a focus for activities and resources. This high-level strategic document outlines a long-term vision for North Lanarkshire - a vision where North Lanarkshire is the place to *Live, Learn, Work, Invest, and Visit*. The Plan is supported by a [Programme of Work](#) developed by the council, partners, and other relevant agencies. **The seven priorities of the Programme are:**

- **Transforming Places** - To better plan and co-ordinate public and private sector investment to deliver transformational change across town centres and local communities at pace.
- **Invest in North Lanarkshire** - Accelerated outcome delivery and investment via a more streamlined advisory service and aligned operating model and infrastructure plan.
- **Sustainable Futures** - Focus commitments to Net Zero Carbon and climate resilience and the associated energy solutions and investments required to make it a reality.
- **Resilient People** - Deliver whole family support locally, when families need it, in a way that addresses the impacts of poverty and reduces inequality.
- **Brighter Futures** - Support and improve educational attainment, employment opportunities, entrepreneurship, and volunteering.
- **Digital North Lanarkshire** - Develop a skilled digital workforce, promote an innovative, sustainable culture and be the Digital Leader for a transformed North Lanarkshire.
- **One Service** - Ensure services are delivered, regardless of owner, in a streamlined, efficient, and supportive model, with the overall vision of inclusive growth and prosperity for all.



2.3 Strategic Equity Fund

[The Strategic Equity Fund](#) provides funding for all 32 local authorities to invest in approaches to achieving the refreshed mission of the Scottish Attainment Challenge, ***“to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty related attainment gap.”*** For session 2023-24, NLC received £5,431,037 Strategic Equity Funding.

£3 million of this allocation was used to develop a core programme to strengthen fundamental activity to raise attainment and provide meaningful actions to address the poverty related attainment gap. The additional £2.4million was used to further enhance partnerships to support children and families and increase the level of direct support for learners in schools, for example through the provision of Cluster Attainment Teachers.

Throughout session 2023-24, we have continued to work towards achieving our Core and Core Plus Stretch aims raising attainment and working towards closing the poverty related attainment gap. Our work has continued to focus on accelerating progress through strengthening our universal offer and through the provision of targeted improvement activity in literacy, numeracy and health and wellbeing.

A summary of our progress towards our stretch aims is included in the Key Performance Indicators at the end of this document (Appendix 1).



2.4 Improvement Planning Processes

Local Authorities have a duty to improve standards in education, challenging and supporting educational establishments to ensure continuous improvement. North Lanarkshire's quality improvement framework is based upon the European Framework for Quality Management (EFQM) approach. It empowers school leaders to secure continuous improvement while providing assurance to stakeholders on the quality of education provided for learners.

Establishment Annual Planning and Improvement

All establishments produce Annual Improvement Plans (AIPs) which outline their key priorities for progress as part of the Annual Improvement Calendar. A central improvement calendar provides a clear improvement planning timeline, so all Heads of Establishments and central officers understand their roles and responsibilities in supporting continuous improvement. Integrated into improvement planning processes is SAC/PEF planning, which enables establishments to strategically target key priorities and to use robust, evidenced-based approaches to secure improved outcomes for learners and close the poverty related attainment gap.

Annual Improvement Reports (AIRs) summarise establishments' progress against identified improvement plan priorities and include key data (attendance, exclusion, attainment and wider achievement). AIRs include progress made toward closing the attainment gap between the most and least deprived children. Evaluative statements included within AIRs are based on rigorous, collaborative self-evaluation. Establishments grade their performance against the four identified Quality Indicators, linked to the National Improvement Framework (NIF), using the six-point scale from How Good Is Our School? 4 (HGIOS?4) and How Good Is Our Early Learning and Childcare? (HGIOELC?). To complete the improvement cycle, establishments identify next steps and new priorities to be included in the following session's AIP. Priorities are then broken down into specific, measurable, achievable, realistic and time-bound (SMART) targets outlining outcomes/expected impact, measures of success, tasks, roles and responsibilities. AIPs and AIRs are submitted for scrutiny, with checkpoint AIR submissions planned across the year.

Reviewing Attainment and Improvement

Chief Officers for Education, Education and Families Managers (EFM) and Quality Officers for Early Learning and Childcare play a key role in supporting authority wide improvement. They line manage Head Teachers and Heads of Centres, and monitor the implementation of North Lanarkshire's quality improvement calendar and processes, as outlined above. They provide essential support and challenge, in all aspects of the improvement cycle, to ensure improved outcomes for learners. They lead and coordinate internal and external scrutiny activities including attainment reviews, Validated Self Evaluation (VSE) visits and His Majesty's Inspectors for Education (HMIe) Inspections. They contribute to authority wide self-evaluation and reporting processes including Standards and Quality reporting.

Cluster Improvement Plans

Cluster Improvement Plans are the responsibility of all Head Teachers and are coordinated by Cluster Chairs. Cluster Improvement and Integration Leads (CIILs) also contribute by working with Cluster Chairs to analyse data from across the cluster, identifying priorities to create a Cluster Improvement Plan (CIP). The CIP provides a focus for planned interventions and facilitates effective collaboration and sharing of expertise and resources across the cluster.

Validated Self Evaluation Processes

Validated Self Evaluation visits (VSE) are an integral part of our improvement process. They provide an additional layer of support and challenge to facilitate continuous improvement. Education and Families Managers (EFMs) are responsible for ensuring that all establishments are included in a cyclical process for VSE. The frequency and format of the VSE visit reflects context, the purpose of the visit, and the level of support required by the establishment to secure sustainable improvements. At the universal level, a VSE can be used thematically to highlight and share good practice. At the intensive level it can be used to provide immediate intervention and support to facilitate improvement. All VSEs are planned and implemented in line with our agreed VSE protocol.

Engagement with Education Scotland

Education Scotland colleagues are engaged in supporting our improvement journey in a number of ways. Examples include: provision of continuous lifelong professional learning (CLPL) opportunities, leading inspection and review activity and advising on curriculum development and innovation work through Regional Improvement Collaboratives (RICs). Our allocated Attainment Advisor (AA) has a key role in building the capacity of leaders and practitioners by supporting efficient self-evaluation processes.

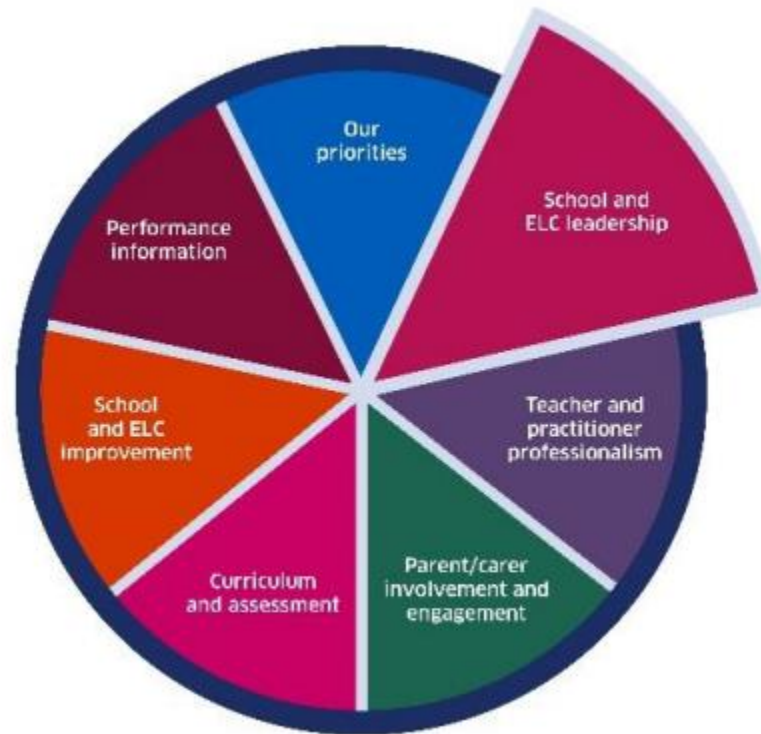
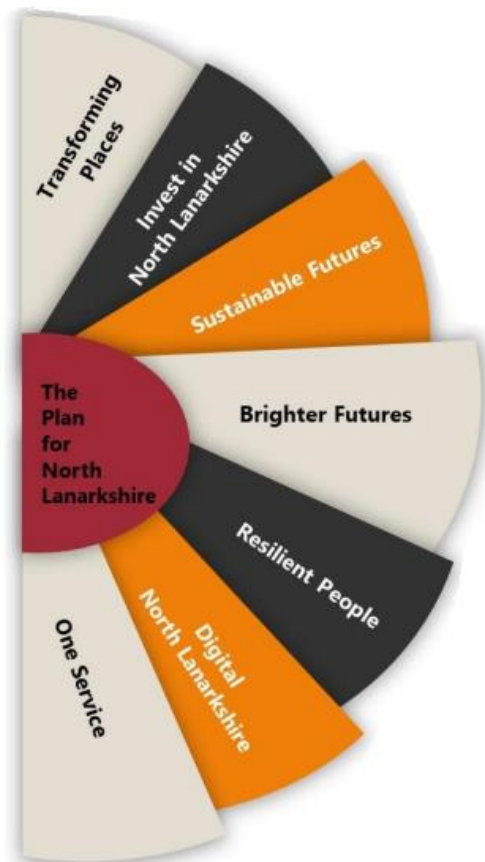
How are we doing?

How do we
know?

What are we
going to do now?

3. Leadership of Change

Effective leadership has been, and will continue to be, fundamental to improvement. We have well established leadership programmes at every level that empower leaders, build individual and collective capacity which, in turn, improves outcomes for learners.



NLC Programme of Work

All service improvement activity at a strategic level is incorporated within The Plan for North Lanarkshire, Programme of Work.

The Programme of Work is key to achieving the shared ambition set out in The Plan for North Lanarkshire.

Leadership of Change

- To what extent are our tools for change impacting positively on staff and improving outcomes for all learners?
- How effective are our approaches to planning for continuous improvement?

3.1 Building Leadership Capacity

Early Years' Leadership Programme

Over the past 3 years, 198 participants in total have attended the Early Years' Leadership Programme. The Leadership programme continued this year with a total of 41 participants across all 3 cohorts. 25 (61%) completed at least 70% of the programme however 13 (52%) completed half or less.

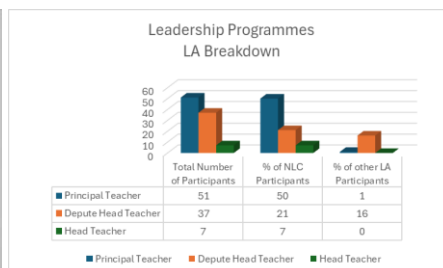
Course 2024	Total Number registered 2024	% of total in local authority	% of total in partner settings	% completed 70% and over
HOC/Managers	15	6%	94%	53%
DHOC/PL/Depute Managers	8	88%	12%	75%
Lead Practitioners	18	56%	44%	61%

"I feel I now have a better understanding of leadership and how to lead and encourage others to become leaders."

This is an equally high level of uptake as compared to last year's programme which demonstrates that there continues to be a requirement to provide a leadership programme for all senior leaders within ELC. Evaluations across all 3 cohorts show that the programme is continually highly rated by participants in relation to the number and content of the sessions provided. This year (96%) reported that the programme has had a positive impact on them as leaders, in comparison to 94% in 2023. When asked to rate the impact the programme had on knowledge, skills and abilities, participants rated an average of 8.7 out of a possible 10. This evidences that the programme is having a positive impact on leadership skills, knowledge and ability, meeting the needs of the participants through a well-balanced and relevant programme.

Principal Teacher, Depute Head Teacher and Head Teacher Leadership

A suite of leadership programmes, developed within North Lanarkshire and endorsed by Education Scotland continue to receive very positive feedback through evaluations. Last session, 17% of participants joined from other local authorities.



Innovation and Improvement Hub

Interest and activity on the Innovation and Improvement Hub remained high during session 2023-2024, with a total of 26,798 views across the session.

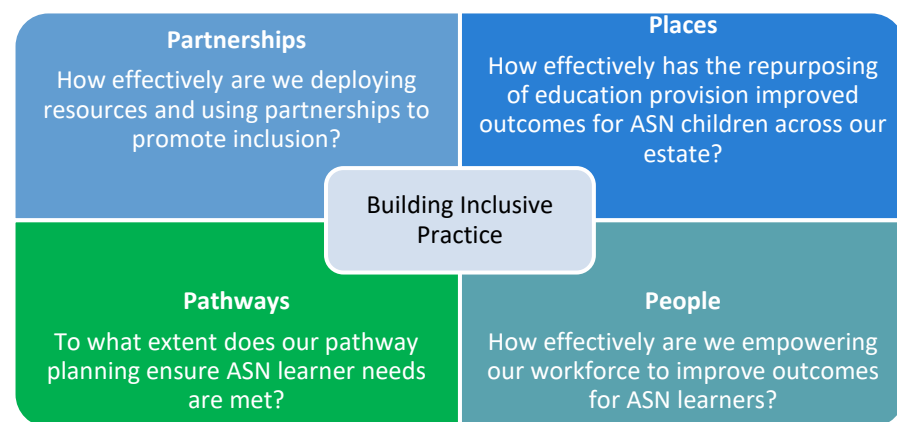


3.2 Inclusion and Transformational Change

Collaborative Improvement Visit

The Collaborative Improvement is a national approach to bringing about improvement through shared work involving staff from a local authority, Education Scotland and ADES. The Council identified the Inclusion Service as an area that it wished the Collaborative to critically review and evaluate outcomes. The Service provided a range of evidence, underpinned by a self-evaluative statement, to highlight what works well, and areas requiring improvement, within an agreed area of focus: *To what extent are we developing inclusive practice in North Lanarkshire Council that improves outcomes for learners with Additional Support Needs, enabling them to thrive within an appropriate learning environment?*

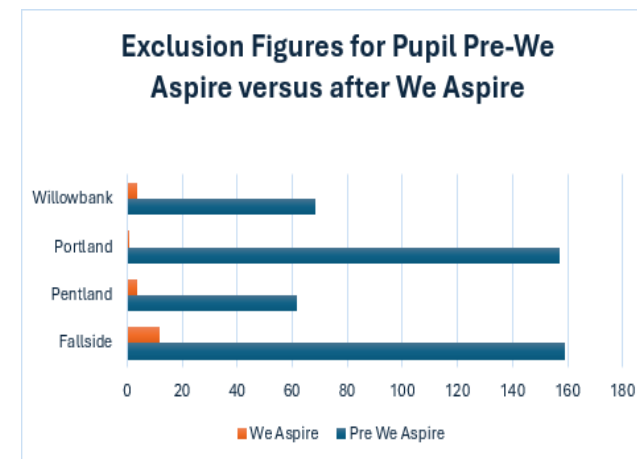
The following four key themes were identified and explored in depth:



The Service found participation in the collaborative improvement process extremely beneficial in terms of validating self-evaluation processes and outcomes and supporting and challenging thinking to accelerate future progress. Through robust professional dialogue and creative, solution focussed discussions, the Service is in a strong position to drive forward further improvements.

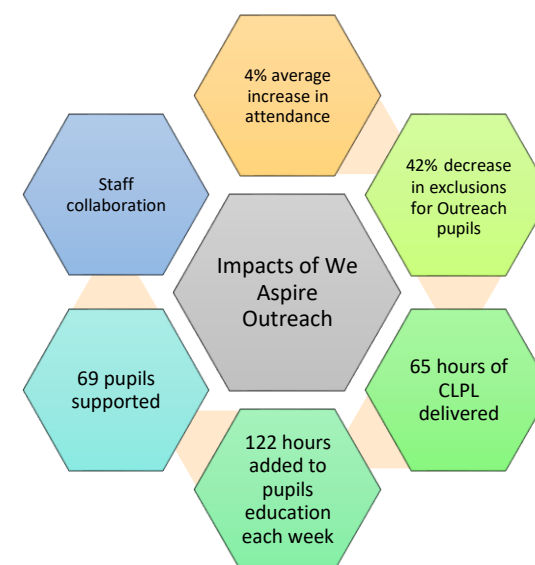
We Aspire College- Outreach Team

The development and integration of the *We Aspire College* demonstrates North Lanarkshire's creative approach to providing an inclusive educational and vocational experience for young people experiencing adversity who require a more flexible and nurturing approach to learning. The impact of this new model and cultural shift has seen reductions in both exclusions and incidences of physical intervention for these young people.



Recent expansion of the *We Aspire College* to incorporate an Outreach Team will allow where possible children and young people with social and emotional needs to be supported to maintain their mainstream placement within their own communities.

Additional support can be provided to children/young people and to schools to support individual needs. This will ensure only those pupils who are most at risk are transferred to a "We Aspire" establishment, where intensive support can be provided. The Service will now maximise the use of the newly formed Outreach team to create further opportunities for staff to collaborate, and share expertise and knowledge, to improve outcomes for learners.



Inclusion Dashboard

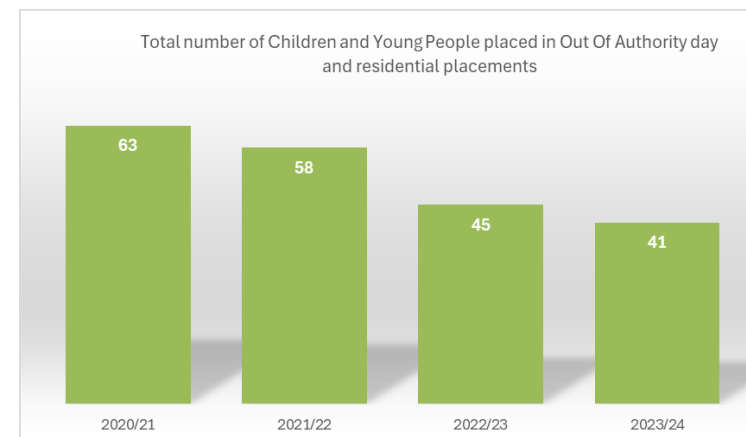
The Service aims to continue to develop Quality Improvement processes within the ASN sector, with a specific focus on effective use of data to support continuous improvements. Development of an Inclusion Dashboard, to measure impact of targeted work with identified children and young people has been undertaken.

This work is ongoing with continued collection of data throughout 2024 and beyond. We will be using the data to understand trends in outcome measures over time and across different demographic groups. The Service will continue to use a range of qualitative and quantitative data to track and measure progress and inform our evidence-based quality-improvement planning processes.



Out of Authority Placement Reductions

The council's ambition of having children closer to home and attending NL schools is being realised through alignment of a number of key processes and partnerships. These include Curriculum and pedagogical development work with NLC's Learning Hub staff, and close partnership working between the Virtual School Team, We Aspire staff and social work colleagues. In addition, the Service has utilised the Needs Based Pathway Review process to help ensure that robust, reliable and transparent decisions are reached for placement of children and young people in specialist NL provisions. There is an increased emphasis on the careful use of assessment information and detailed profiling of the child and young person, which is continually reviewed and refined. The NBPR process articulates with Empowering our Clusters and the principles of Universal, Additional and Intensive support to ensure the right placement is identified for children and young people. The chart below shows the reduction in Out of Authority placements for NL children and young people since 2020/21 to date.



Ukrainian Families

The Inclusion Team continues to help support 111 (May 2024) Ukrainian children and young people across a number of schools and Early Learning and Childcare settings. In September 2023, a total of 10.0FTE teachers were recruited, on a temporary basis, to support resettlement across North Lanarkshire. These staff members have worked across a number of our clusters on a needs/intelligence based approach, under the direction of Cluster Improvement and Integration Leads (CIILs).

3.3 Empowering Cluster Model

The Empowering Clusters model aligns with the Scottish Government's commitment to empowerment and cluster-based approaches, emphasising collaboration among schools, school leaders, and central staff to drive positive change for families and communities. Key drivers for Empowering Clusters include equity, improvement, curriculum, additional support needs, and Getting It Right for Every Child (GIRFEC), ensuring early and effective intervention to improve outcomes for children, young people, and families.

The Empowering Clusters model has continued to evolve throughout session 2023-24 with stakeholders identifying further opportunities to strengthen and align approaches to integrated services for children, young people and families, in synergy with The Plan for North Lanarkshire and the Programme of Work.

The impact of the Empowering Clusters Model was recognised during the recent Care Inspectorate Joint Inspection. The report noted in their key messages that there was: **“a strong multi-agency approach to early intervention, collaborative working and information sharing . . . and children and young people had early access to services to support their mental health and emotional wellbeing, before concerns escalated. Partnership approaches were helping to identify need and to secure support earlier”**.

Average of 51% of learners supported were living in SIMD 1-3. This equates to approximately 1099 pupils.

2, 151 supports
provided by a CST
in 2023-24.

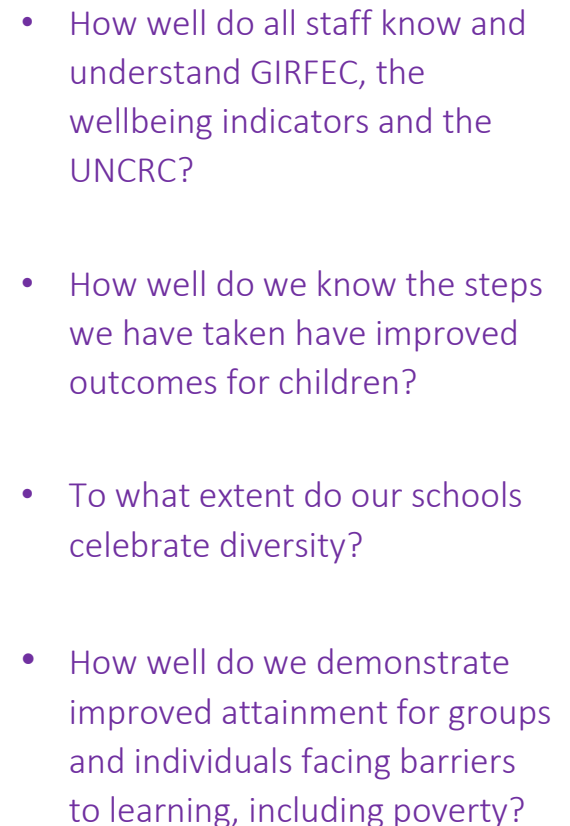
56, 156 additional
sessions provided
across the year.

Average attendance
rate for support
sessions was 86%.

Average termly
success rate of
83%.

Vision, Values and Rationale from Health and Wellbeing Roadmap to Recovery

Ensuring Wellbeing, Equality, and Inclusion



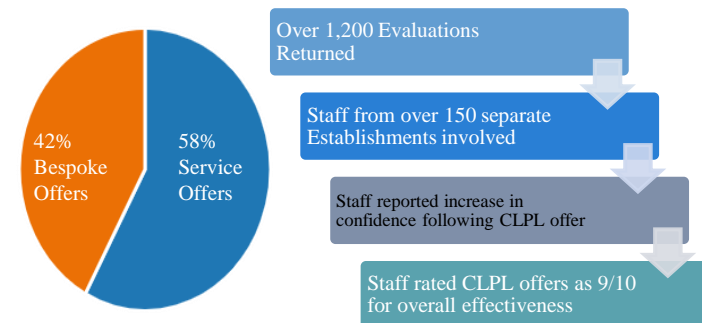
4.1 Educational Psychology Service

North Lanarkshire Council Educational Psychology Service (NLCEPS) is a statutory Service. In session 2023-24 NLCEPS provided a wide range of psychological offers to children and families, establishments and partners. Full impact data can be found in Educational and Psychology Standards and Quality Highlights 2023-24.

Range of work covered by the Educational Psychology Service in 2023-24

- NLCEPS provided a link Psychologist and a regular visiting pattern to NLC establishments
- In session 2023-24, Educational Psychologists delivered training, conducted research, undertook casework, and provided consultation and advice at all levels of the system.
- Educational Psychologists delivered input at the Cluster level and undertook key functions at an Authority level e.g., Fostering and Adoption, Out of Authority casework.
- Intensive work accounted for the largest proportion of service delivery (e.g. partnership work to support our most vulnerable children).
- Approximately 1650 children's cases are currently open with the majority located in SIMDs 1-4 (63%).
- The EPS delivered a significant amount of training in session 2023-24 e.g. over 1,200 training evaluations were returned. Impact data is found in figure 1.

Figure 1: Training delivery and evaluation data



Some highlights from 2023-2024 include:

Embedding whole establishment nurture/trauma informed approaches:

Since 2015 almost two thirds (102) of establishments have completed nurture focussed development work with Educational Psychologists. Following input, participants reported a 30% increase in knowledge and confidence. These approaches have a positive impact on children e.g. case study data from a primary school implementing nurturing approaches revealed:

- a significant increase in attendance for individual pupils (e.g. 44% to 78% for one pupil)
- significant gains in attainment: an increase from 50% to 70% in ACEL data for literacy and numeracy.



Critical Incidents and Suicide Prevention

- Overall, 541 staff from Education, Health, Community Learning and Development and Social Work (SW) have now attended Critical Incidents and Lifelines Lanarkshire workshops since 2022.
- In 2023-24, 43 staff attended 4 Critical Incidents and Lifelines Lanarkshire workshops. Confidence ratings for staff in responding to children and young people at risk of suicide and self-harm showed a 21% increase and a 77% increase for responding to Critical Incidents.
- Sessions were rated highly effective with 90% staff indicating a high rating for Lifelines Lanarkshire and 87% for Critical Incidents workshops.
- The Lifelines Lanarkshire workshop was also delivered to 35 staff from the 5 Children's Houses and 28 staff from the Fostering and Adoption and Kinship Care panels and associated SW teams. Evaluations were very positive, and staff felt it would support practice.



Supporting children and young people with grief, loss and change (Seasons for Growth)

- Since 2010, over 550 Companions have been trained to deliver Seasons for Growth to support children and young people, parents/carers, and adults experiencing significant change or loss. Pupils have seen gains in their ability to build positive relationships and manage emotions. Children also noted improvement in their confidence levels.



Assessing Children's Development (using Teaching Talking resource)

- In 2023-24 152 practitioners from 33 establishments were provided with training & coaching sessions to assist them in assessing child development.
- Across all CLPL models, practitioners' confidence in assessing children's development increased from 3.7 to 8.5 (out of 10) following Psychologists' input.



Autism – Supporting Neurodiversity

- Recent research shows that 86% of autistic children attend mainstream schools in Scotland (Maciver et al, 2023).
- NLCEPS have a range of offers from authority, establishment and individual level to support the presumption of mainstream. In 2023-24 328 participants across 57 establishments have participated in NLEPS offers supporting neurodiversity.



See [NLCEPS Standards and Quality Report Highlights Report](#) for full details of the work conducted by Educational Psychologists and the associated impact data.

4.2 Health and Wellbeing

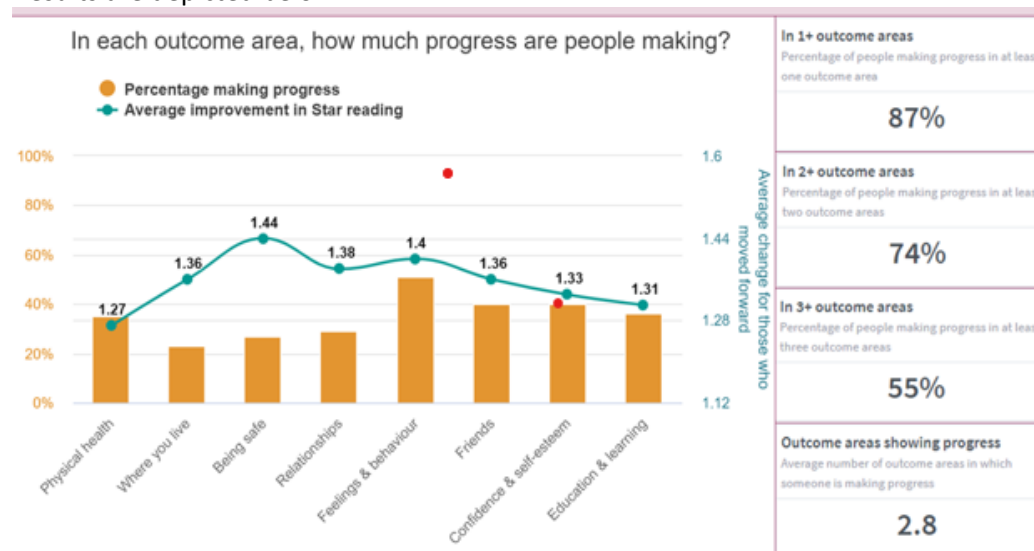
The full range of activities and interventions to promote the health and wellbeing of children and young people are contained within the Education and Families Strategic Health and Wellbeing Plan –‘[The Roadmap to Recovery](#)’. This section will highlight some of the key progress made this session.

Outcomes Star

Outcome Start has been used over the year as a measuring tool for changes in wellbeing where children have been receiving targeted interventions under the GIRFEC pathway. The results show:

- 1135 stars have been completed
- 776 from primary school
- 210 from secondary school
- 14 from Early Years
- 9 from Social Work (other measures are used)

Results are depicted below:



Rights Respecting Schools Award

A cornerstone of our work with health and wellbeing is a rights-respecting approach. Over the last two years schools have been working with UNICEF towards the Rights Respecting Schools Award (RRSA). Staff from the SAC team have been working with schools and UNICEF to maximise uptake of this award. RRSA recognises the work that schools are doing to offer a rights-based approach in all their dealings with children, young people and families. The current number of schools at the various stages of the award is as follows:

- 14 Schools hold Gold Awards
- 42 Schools hold Silver Awards
- 53 schools hold Bronze Awards
- 23 schools are registered and working towards their first award
- 4 schools hold awards but are in the process of reaccreditation.

Active Schools

The Active Schools Team provided a range of sessions to secondary school girls and ASN pupils, funded through SEF.

Total Session delivered	1, 775
Active Distinct Participants	1,300
Total Participant Visits	8292

Family Engagement Support Assistants

Family Engagement Support Assistants (FESA) were introduced to address attendance issues through targeted family support approaches. During session 2023-2024, FESAs engaged with 416 pupils and completed work with 192. Results from those that work was completed with shows that 56% showed improved attendance.

KOOTH

KOOTH is an on-line mental health service which offers 10–18-year-olds (or up to 26 with care experience) access to free and anonymous support. This has been added to the range of services to help children’s mental health. Through the website young people can access counselling, self-help tools and community spaces to safely seek mental health support. The service can be accessed 365 days a year, 24/7 and is an important complement to other services giving young people more choice and control about how they seek

<p>Attendance Changes in Completed FESA Work</p> <table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Increased</td><td>56%</td></tr><tr><td>Decreased</td><td>23%</td></tr><tr><td>Same</td><td>21%</td></tr></tbody></table>	Category	Percentage	Increased	56%	Decreased	23%	Same	21%	<p>Types of supports provided by FESAs:</p> <ul style="list-style-type: none">• Poverty, tying in with the cost of the school day• Parental Mental health• Assisting parents with communication with schools, particularly around the additional support needs of their children.	<p>help. The service was launched in North Lanarkshire in early 2023 with 23/24 being the first full school year of operation.</p> <p>Over 2023/24 the following activity has been seen:</p> <ul style="list-style-type: none">• 833 registrations• 2,915 logins• 3.5 average logins per user• 68% logins out of office hours• 18.6% of these registrations were 11 years old• 15.6% of these registrations were 15 years old• 494 journals created• 1,567 messages exchanged with practitioners• 127 1:1 chats with practitioners
Category	Percentage									
Increased	56%									
Decreased	23%									
Same	21%									

Child Protection Conference

Over 180 delegates from across NLC Education and Families, partner services and NHS Lanarkshire attended a Child Protection Conference on 21st May 2024 to understand revised approaches to child protection at national, local authority and establishment level.

Senior Education Officer from Education Scotland presented a keynote speech on the recent updates to Scottish Government policy and signposted to many useful support services for children and young people.

NLC colleagues introduced a refreshed local authority policy, practice guide and online SharePoint containing relevant links to statutory guidance, mandatory responsibilities, resources, supports and training information.

Feedback was highly positive with almost all delegates reporting that the key messages of the conference were clear and most felt supported by new and improved approaches to child protection.



4.3 Community Learning and Development (CLD) - Family Learning

<div>Participation and Engagement</div> <div>The figures presented illustrate the participation of parents and children in CLD Family Learning and Parental Engagement projects for the full 2023/2024 reporting year and the subsequent first quarter (April to June). We have seen an increase in the number of distinct learners who are participating in projects and that around 50% of the Families attending live within SIMD 1-2 Data zones.</div>	<table><tr><th>CLD Intervention</th><th>No of distinct learners attending from 1st April 2023 – 31st March 2024</th><th>% of Learners living with SIMD data zone 1-2.</th><th>No of distinct learners attending from 1 April 2024 – 30th June 2024</th><th>% of Learners living with SIMD data zone 1-2.</th></tr><tr><td>Family Learning projects</td><td>1992</td><td>50%</td><td>883</td><td>45%</td></tr><tr><td>Parental Engagement projects</td><td>973</td><td>50%</td><td>204</td><td>45%</td></tr></table>	CLD Intervention	No of distinct learners attending from 1 st April 2023 – 31 st March 2024	% of Learners living with SIMD data zone 1-2.	No of distinct learners attending from 1 April 2024 – 30 th June 2024	% of Learners living with SIMD data zone 1-2.	Family Learning projects	1992	50%	883	45%	Parental Engagement projects	973	50%	204	45%
CLD Intervention	No of distinct learners attending from 1 st April 2023 – 31 st March 2024	% of Learners living with SIMD data zone 1-2.	No of distinct learners attending from 1 April 2024 – 30 th June 2024	% of Learners living with SIMD data zone 1-2.												
Family Learning projects	1992	50%	883	45%												
Parental Engagement projects	973	50%	204	45%												
<div>Referral Pathway</div> <div>Our Referral pathway is built around the GIRFEC staged intervention and offers schools an equitable offer to access CLD family Learning and Parental Engagement supports. The data below outlines the figures from to show the distinct number of Referrals we have received to the CLD mailbox from another council service, external agencies and self-referrals. There has been an overall rise from 102 the previous year to 171.</div>	<table><tr><th>Type of referral</th><th>Distinct number of referrals from 1st April 2024 – 30th June 2024</th></tr><tr><td>Other Council Service</td><td>67</td></tr><tr><td>External Agency</td><td>16</td></tr><tr><td>Self-Referral</td><td>88</td></tr><tr><td>Total no of referrals</td><td>171</td></tr></table>	Type of referral	Distinct number of referrals from 1 st April 2024 – 30 th June 2024	Other Council Service	67	External Agency	16	Self-Referral	88	Total no of referrals	171					
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<div>Welfare Supports</div> <div>The data below outlines the number of outgoing referrals that our team made from 1st April 2024 until 30th June 2024 highlighting the various types of organisations that parents have accessed over and above their CLD offer of Family Learning and Parental Engagement.</div> <table><tr><th>No. of Referrals Between 1st April 2023 – 31st March 2024</th><th>No. of Referrals made between 1st April 2024 – 30th June 2024</th><th>Agencies Who Have Provided Additional Support</th></tr><tr><td>70</td><td>8</td><td><ul style="list-style-type: none">NLC Tackling Poverty TeamNorth Lanarkshire Disability ForumSalvation ArmyAirdrie Action PartnershipMADE 4U in ML2Charity @HomeBASICS Food BankGovan Law CentreMiracle FoundationOrbiston Neighbourhood CentreLanarkshire CarersChapelhall Resilience ProjectNurture ScotlandNEC Bus Passes</td></tr></table>	No. of Referrals Between 1 st April 2023 – 31 st March 2024	No. of Referrals made between 1 st April 2024 – 30 th June 2024	Agencies Who Have Provided Additional Support	70	8	<ul style="list-style-type: none">NLC Tackling Poverty TeamNorth Lanarkshire Disability ForumSalvation ArmyAirdrie Action PartnershipMADE 4U in ML2Charity @HomeBASICS Food BankGovan Law CentreMiracle FoundationOrbiston Neighbourhood CentreLanarkshire CarersChapelhall Resilience ProjectNurture ScotlandNEC Bus Passes	<div><div><div>SAC Data Return - 1 April 2023 - 31 March 2024</div><div><div>SERVICE TARGETS</div><div><div><div><div>Number of unique learners on family learning programmes</div><div>1992</div></div><div><div><div>48%</div><div>of children from birth – 7 years living in SIMD 1 & 2</div></div></div><div><div><div>40%</div><div>of young people ages 8-15 years living in SIMD 1 & 2</div></div></div><div><div><div>45%</div><div>of adults aged 16 years + living in SIMD 1 & 2</div></div></div></div><div><div>REFERRAL PATHWAY</div><div><div><div>Number of incoming referrals for CLD supports</div><div>635</div></div><div><div><div>Number of outgoing referrals for welfare supports</div><div>70</div></div></div><div><div>HEALTH AND WELLBEING</div><div><div><div>Number of unique learners achieving HWB outcomes</div><div>307</div></div><div><div><div>Number of projects delivered with a HWB theme</div><div>295</div></div></div><div><div>CLD INTERVENTIONS</div><div><div><div><div>Baby Massage</div><div>462 unique learners completed a 5-week baby massage programme with one parent noting, "I now recognise my baby at home, I have noticed that one are both relaxed and I feel less stressed and closer to my baby since adding massage to our routine"</div></div><div><div><div>Soilhill – Understanding your child's behaviour</div><div>331 unique learners completed this programme with one parent noting, "I have gained so much from our group, support, guidance, friendship and a sense of community. I feel more confident and feel like I attach less shame and guilt to my parenting. I understand my children more and this makes me a better parent."</div></div></div></div></div><div><div>CLD Health and Wellbeing Outcomes - 1 April 2023 - 31 March 2024</div><div><div><div>No of unique clients achieving HWB outcomes</div><div>307</div></div><div><div><div>No of projects delivered with a HWB theme</div><div>295</div></div></div><div><div>HEALTH AND WELLBEING DATA</div><div><div><div><div>204 Parents/Carers have engaged in learning that has positively impacted on their health and wellbeing.</div><div><div>"As a dad I was terrified coming along to the group on the first week, I now look forward to Saturday mornings and the clinic group. I feel much more involved and it's a special time for me and our baby."</div><div>"Parent attended Baby massage group."</div></div></div><div><div>As a result of attending CLD interventions</div><div>158 Parents/Carers can now implement positive changes to their health and wellbeing.</div></div></div><div><div>PARENT IMPACT STATEMENT</div><div><div><div>"The programme really has been great for both my daughter and I and more so myself. I really have struggled with my mental health, anxiety and depression have both been a new battle for me. Having a safe space and an opportunity to learn new things, it's given both of us confidence to try new groups and activities."</div><div>"Parent attended Soilhill course."</div></div><div><div>123 Parents/Carers reported that they understood what a health lifestyle looks like.</div><div><div>"I came to the health visits to get one of the books and be out in the fresh air whilst talking to other parents... its good to talk to people and share how you're doing and share experiences."</div><div>"Parent attended an SDA health and wellbeing project."</div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>									
No. of Referrals Between 1 st April 2023 – 31 st March 2024	No. of Referrals made between 1 st April 2024 – 30 th June 2024	Agencies Who Have Provided Additional Support														
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<div>From April to June 2024, 100% of outgoing referrals made by the team, have been to organisations that provide supports in relation to disabilities and caring responsibilities. Analysis of the data may indicate that there is a growing demand from families with children who have additional support needs.</div>																

This increase highlights a trend where CLD Family Learning are receiving more frequent referrals for families who have children with or who are awaiting an ASN diagnosis requiring extra support. This shift has required the CLD Family Learning team to develop new approaches including:

- **Professional Development:** Staff undertaken additional training to address complex issues: such as sleep action and Solihull understanding your child's behaviour, LIAM, Autism & Neurodiversity Training.
- **Continue to build strong partnerships:** Collaborations with a range of other agencies (e.g. HOPE for Autism, The Disability Forum, Early Intervention CAMHS, Neurodevelopment Service for Children and Young people, Education) are crucial for effective support and signposting and ensure that families are receiving the right support at the right time.
- **Inclusive Practice:** Existing programmes have been modified and new ones developed to meet the evolving needs such as, Mood for Food and ASN support groups for parents.

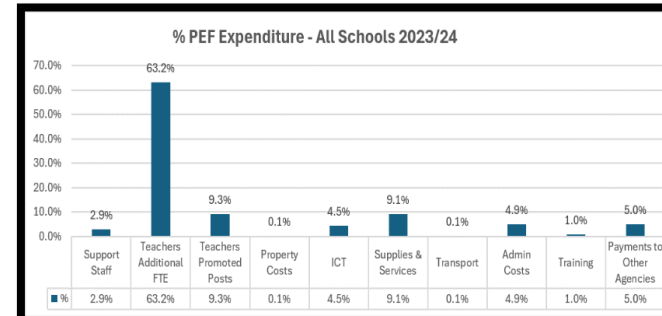
4.4 Pupil Equity Fund

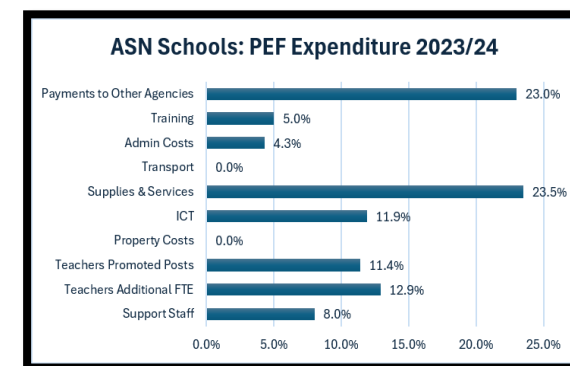
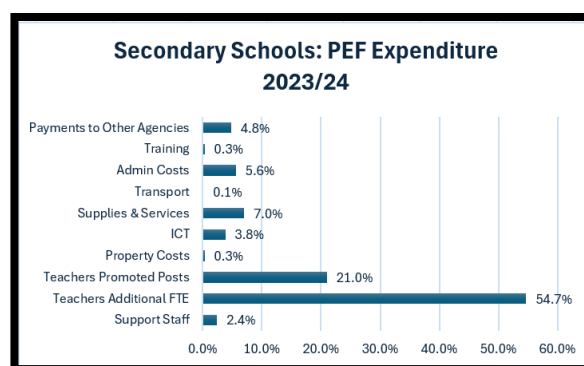
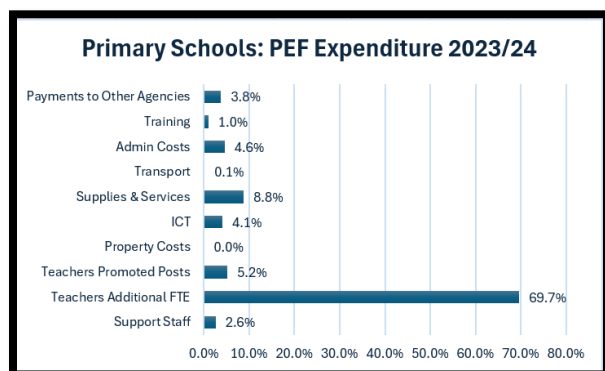
In session 2023-2024, Pupil Equity Funds of **£9,682,080** were distributed to all primary, secondary and ASN schools across North Lanarkshire. The majority of North Lanarkshire schools continue to prioritise spending on additional teaching staff (63.2%) to lead interventions and support activities aimed at closing the poverty related attainment gap. School leaders are empowered to make decisions on available spends based on robust self-evaluation data. All schools report on the impact of Pupil Equity Funding within their annual improvement report.

Pupil Equity Fund (PEF) Highlights for NL Schools

Schools continue to use Pupil Equity Funding to identify activities, approaches or resources targeted at improving outcomes for those children, young people and families, most impacted by poverty. Overall, most schools fund additional teachers and promoted posts to support PEF priorities.

- 63.2% of funding was used to appoint additional teaching staff to deliver additional activities and interventions with a focus on literacy, numeracy and health and wellbeing.
- 9.3% of funding was used to create promoted posts to support equity and excellence.
- 4.5% of funding was used to invest in digital devices.
- 9.1% of funding was used by school to invest in additional resources for literacy, numeracy and wellbeing, to support interventions.
- 2.9% of funding was used to appoint additional support needs assistants.
- 5% of funding was used to engage with other agencies to support learning and wellbeing.





Sharing Good Practice – HMIE

In the most recent HMIE inspections, good practice has been identified at St. Ignatius Primary School, Wishaw and Stane Primary School, Shotts. Both reports have highlighted how well staff are able to use data to prioritise high-quality, targeted interventions to improve outcomes in attainment and achievement, attendance and engagement. Both schools also share a strong focus and commitment on ensuring equity and excellence for all learners. At St. Ignatius Primary School staff have developed bespoke programmes such as Forest School and music tuition to meet the social and emotional needs of individual children. At Stane Primary School, staff are committed to reducing the cost of the school day through initiatives such as 'No Snack, No Problem', toy swaps and the coordination of a 'pre-loved' clothing bank. Additional staffing at Stane Primary School, has also been used to improve attendance for targeted learners. Evidence in both schools indicates that the attainment gap in reading, writing and numeracy is closing between those living in the lowest and highest quintile.

Collaborative Work with SEF and Tackling Poverty Team

In October 2023, the SAC Lead Officer and Curriculum Manager for Excellence and Equity, collaborated with the Tackling Poverty Team to support a self-evaluation exercise aimed at supporting families impacted by poverty. The Clyde Valley Cluster was chosen as the pilot cluster for this initiative, involving all stakeholders in responding to three key questions:

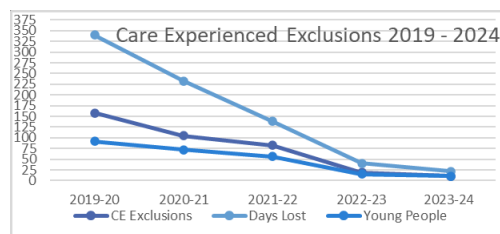
- How is the cost-of-living crisis affecting you?
- How is the cost-of-living crisis affecting others in your community?
- What would you like us to do about it?

The Tackling Poverty Team collected and analysed the responses, sharing key insights with Head Teachers. This contextualised analysis will be used by all schools in addressing the financial challenges faced by learners and families during the school day. The successful approach will be replicated across all 23 clusters. The self-evaluation exercise has also highlighted financial education as an additional priority area. This is an overarching priority across all sectors in line with the Towards a Fairer North Lanarkshire strategy. As a result of this partnership, the ESO Numeracy will work collaboratively with the Tackling Poverty Team to raise awareness and profile of financial education for learners and families across all schools.

4.5 Virtual School

Ongoing partnership work across our schools and wider services to support care experienced learners and reduce school exclusions, continues to move forward positively with significant improvements recorded.

Over the past five school sessions, exclusions of care experienced learners have reduced overall by 93% (158 to 11), learning days lost reduced by 93.5% (339.5 to 22) and the number of care experienced learners receiving an exclusion reduced by 88% (92 to 11). This is an area of work we continue to prioritise in line with our commitment to fulfilling the ambitions of The Promise.



Planning in partnership with schools, families and young people, Virtual School Care Experienced Support Teachers, work with young people to achieve a variety of qualifications. For young people who are at significant risk of leaving school without formal qualifications, individual teaching input is provided. Supported by curricular leads, this session, Virtual School teachers were able to extend the range of subject areas they could support young people to achieve in beyond English and Mathematics. National qualifications have been achieved in History, Modern Studies, Media, People in Society, Hospitality and PE.

In session 2023/24 a total of 87 National 3 and 4 level qualifications were achieved by 27 young people working individually with Virtual School teachers: 93% achieved a qualification in English and 93% achieved a qualification in Maths. 63% achieved three or more national qualifications, 37% achieved four or more and 19% achieved five or more.

Over the past five sessions, 128 young people who struggled to attend and engage in learning in school, achieved 327 national qualifications, boosting their confidence in their learning abilities and improving their future career prospects. Additional teachers for session 2024/25 (2.0 FTE – one primary, one secondary through the Strategic Equity Fund) will expand the capacity of the Virtual School to be able to offer a minimum of two teaching sessions per week to each learner, which will increase opportunities for further learning and achievements.

4.6 Keeping the Promise

As part of the ongoing work of the Virtual School, the original Keeping the Promise Award was created to raise awareness of The Promise and piloted within North Lanarkshire. The original materials have since been updated by The West Partnership Promise Working Group, Education Scotland, and the Centre for Excellence for Children's Care and Protection (known as CELCIS) to create an accessible resource for all local authorities.

1. To highlight the particular needs of our care experienced learners; the challenges they face and how this impacts learning.
2. To highlight our corporate parenting responsibilities to ensure the best for care experienced learners.
3. To support our workforce to consider how they can contribute to positive changes – individually and collectively.
4. To provide formal recognition for individuals and settings who successfully complete this professional learning.

These aims exemplify how participation in the award programme will improve outcomes for care experienced learners through increased staff understanding and knowledge of The Promise.

Following approval by Education and Families committee, undertaking the Keeping the Promise Award has been included as a priority in all cluster improvement plans for session 2024/25.

Through funding from the Strategic Equity Fund, a principal teacher has been appointed from within the Virtual School to lead on this project and enable support to be provided to all establishments across NLC to achieve the award. Furthermore, the funding has allowed for a protected time allocation of one day per week including teacher backfill which will ensure no disruption to the ongoing service of the Virtual School. This whole school community approach will ensure consistency of service delivery and experiences for care experienced learners.



5. Curriculum, Learning, Teaching and Assessment

The need for a National Discussion to establish a compelling and consensual renewed vision for the future of Scottish education was recommended by the Muir Review. This was a generational opportunity for children, young people, and those who support them to have their voices heard. The guiding question was, "What kind of education will be needed by children and young people in Scotland in the future and how do we make that a reality?"



Learning, Teaching and Assessment

- How well do we motivate and engage learners in all aspects of school life?
- How well are we enabling learners to become independent learners and develop the four capacities?

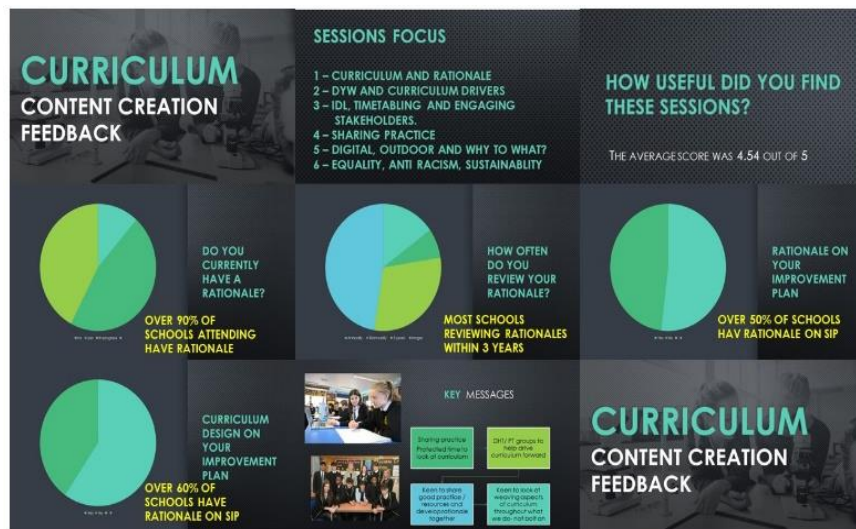
Curriculum

- Does the curriculum experienced by our learners reflect our rationale?
- How effective is the leadership of curriculum development at all levels?

5.1 Re-designing the Curriculum

Curriculum Rationale & 'Curriculum Content Creation' Toolkit

In session 23-24, further work was undertaken to develop training begun in the previous session with the 'Curriculum Content Creation' (CCC) Toolkit. Year one training was repeated and delivered by our four Curriculum Managers, and year two training was developed and delivered by Education Managers, following the established model of a 'spotlight on success' and an opportunity to discuss and share thought and practice. This allowed year one and year two adopters the facility to continue their curriculum journey, supported by authority staff. Feedback on these sessions continues to be very positive.



Improving outcomes through provision of a curriculum that reflects the design principles of CfE and meets all learners' needs. Curriculum Managers (BGE and Senior Phase) are developing a skills framework across the BGE into Senior Phase that provides a progressive pathway linking meta-skills, wider achievement, and opportunities for accreditation from 3-18. This framework will provide schools with support when developing refreshed approaches to curriculum through the four contexts for learning. Community Learning and Development (CLD) within NLC and partners from out with the local authority will provide support for schools to improve skills, accreditations, and outcomes for all learners.



North Lanarkshire Council Curriculum Showcase

Curriculum managers have been working closely with schools on the development of their curriculum rationale via the school improvement planning cycle. This has led to the organisation of an innovation in curriculum showcase which is planned to take place in September 2024 during the Learning, Teaching & Assessment conference.



Improving outcomes by building staff capacity and leadership skills

Professional discussions with Education Scotland and Robert Owen Centre in Glasgow University are continuing to facilitate planning refreshed approaches to developing leadership within schools through the lens of increasing agency, a priority within national guidance to curriculum innovation and change. On-going partnership working between NLC, and professional agencies is intended to lead to a model of support for school leaders that is research informed and provides them with the knowledge, skills, and framework to lead change effectively and show improved outcomes through 1.3 Leadership of Change.



Robert Owen
Centre for
Educational
Change

S4/5/6 Combined Timetable Schematic

Braidhurst High School have consulted on a combined S4-6 schematic and are considering moving to this model this year. Kilsyth, Brannock and Calderhead are also considering this model which is beneficial in terms of efficiency of staff which can allow schools to widen their curriculum offer. This initial pilot was previously approved by the curriculum design board and will act as a small test of change for curriculum models within North Lanarkshire Council.



Pupil Curriculum Conference

The Curriculum Manager team are planning a conference for young people to take place in September, entitled 'What Matters to Us?', to engage with pupil voice concerning curriculum matters. The Children's Commissioner is scheduled to attend to give the keynote speech.

Faculty Head sessions:

Attendance:

- High attendance with approximately 77% of Faculty 7Heads participating across all schools.

Focus Areas:

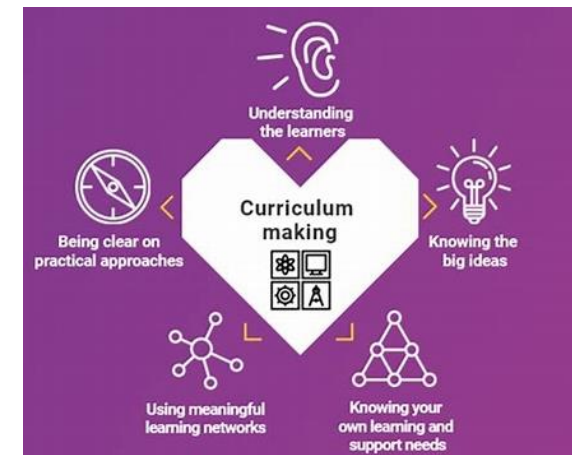
- Sessions addressed critical aspects of teaching and leadership:
 - Data analysis for informed decision making
 - Effective learning, teaching, and assessment practices
 - Curriculum development and rationale building
 - Developing Young Workforce (DYW) integration
 - Interdisciplinary Learning (IDL) opportunities
 - Utilising effective pedagogy

Outcomes and Future Plans:

- Faculty Heads expressed strong interest in collaborative work within teams to:
 - Establish consistent approaches to curriculum planning and delivery.
- Key areas for future focus were identified:
 - Sharing and implementing examples of best practice
 - Strengthening curriculum planning and leadership skills
 - Providing effective feedback to students
 - Developing departmental improvement plans
 - Implementing effective behaviour management strategies
 - Utilising data analysis for continuous improvement

Feedback:

- The sessions were positively received by faculty heads:
 - Some participants reported the sessions fostered innovative curriculum design approaches.
 - Others valued the opportunity to network and share ideas with colleagues.



This summary highlights the high engagement of faculty heads, the focus on key educational practices, and the collaborative approach planned for future professional development.

5.2 Further Developing our Music Service



Education and Families Instrumental Music Service has a long-established presence within school establishments and across the council. Strategic use was made of funding from the Scottish Government and Creative Scotland to ensure a high-quality Service delivery. The Instrumental Music Service delivered lessons across education establishments, engaging with over 3,875 young people during session 2023-2024. Our young people have received increased opportunities and access to a wide range of instrumental music tuition that includes brass, woodwind, drum kit, percussion, guitar, strings, bagpipes and pipe band snare drumming. The annual Scottish Government funding that sustains free instrumental music lessons should see a further rise in engagement in session 2024-2025.

An additional 4,869 mainstream and ASN pupils were engaged in the 23/24 YMI initiatives, allowing larger groups of pupils to be introduced to music. The reviewed programme of North Lanarkshire Music Groups is in the process of being relaunched and participation is organically increasing. The instrumental music service is committed to ensuring appropriate measures are in place to provide equity of access for our learners from our most deprived areas (SIMD Data). 27.5% of pupils registered for individual music tuition live in Quintile 1. Further exploration of the total group of pupils engaging in the wider projects from the Instrumental Music Service will be undertaken to assist with tracking of equity across the service. Measures are now in place that will enable the instrumental music service to track access participation within North Lanarkshire schools more accurately now and in the future. We continue to provide targeted support as necessary, to remove any barriers to participation, whilst supporting continued engagement with instrumental musical tuition.



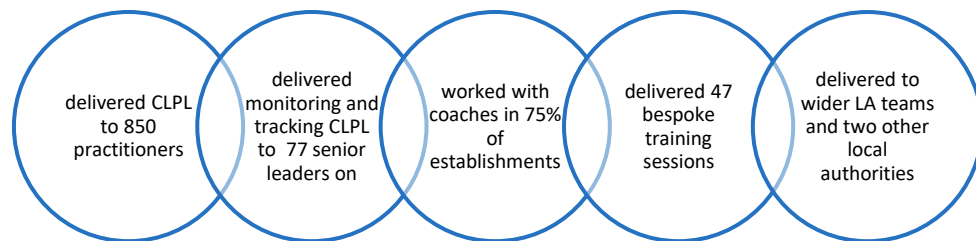
5.3 Curriculum, Learning, Teaching and Assessment

Learning Hub

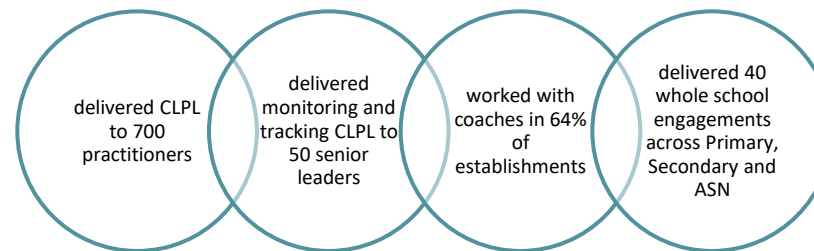
The Learning Hub provides evidenced based CLPL in key areas of Literacy, Numeracy, STEM, Curriculum Development and Learning, Teaching and Assessment through the work of a team of Education Support Officers. They continually review, develop and update training linked to their key areas for staffs' professional development. They also continue to implement its GTCS award winning coaching model.



During session 2023-2024, the **Literacy ESO:**



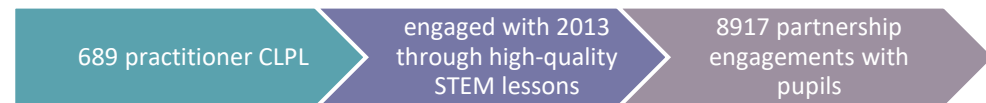
During session 2023-2024, the **Numeracy ESO:**



In addition, establishments submit an annual tracker of approaches and interventions promoted through the Learning Hub and evidence of positive impact in both literacy and numeracy is evident.

STEM

The STEM ESO has been instrumental in creating an interactive STEM curricular resource to support establishment development this area. This will be rolled out next session. Furthermore, there has been support for Future Fridays through STEM Leadership Academy and Young STEM Leader Programme with 125 primary pupils taking part in workshops. Additional key highlights include:



Curriculum

The CD ESO worked with:

- 4 primary schools, involving 67 pupils, modelling literacy teaching
- 12 practitioners and 6 SLT via professional dialogue on best practice in literacy pedagogical approaches
- 40% of children and young people supported live in Q1.

Learning, Teaching and Assessment

The LTA ESO worked with:

- 27 senior leaders, delivering VSE Champs training
- 1223 teachers through LTA sessions
- 73% of primary, and 78% of secondary schools through LTA Coach sessions

Pedagogy Team

The Pedagogy Team were deployed at universal, additional and intensive levels during session 2023-2024. In total, they worked with:

- 101 classes
- 105 practitioners
- 1990 children

On average, 35.6% of the children they worked with live in Q1.

The team were asked to intensively support a primary school, in 3 infant classes every morning for six weeks, modelling high-quality, research-based literacy and numeracy pedagogical approaches.

The average mathematical age gains, in the six-week period were:

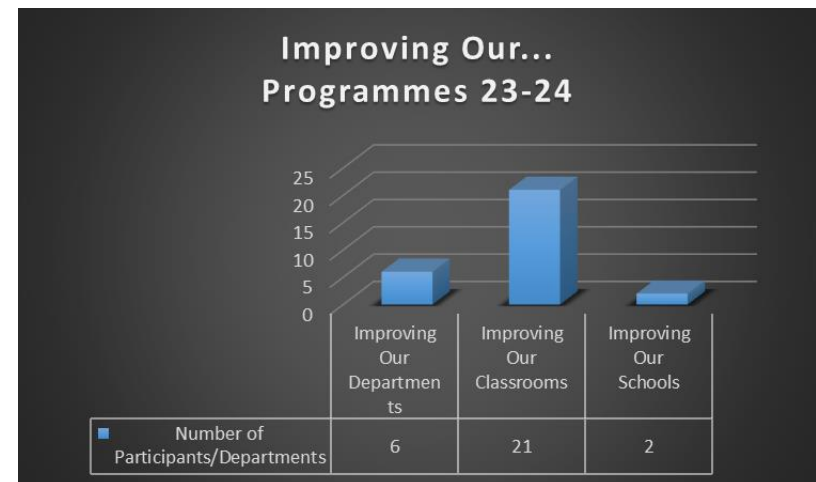
- +7 months in an early level class;
- +12.7 months in a first level class;
- +8.8 months in another first level class.

In literacy, the average increase in phonic/phoneme recognition, in the six-week period were:

- +35% in an early level class;
- +26.9% in a first level class;
- +34% in another first level class.

Improving Our Classrooms (IOC)

North Lanarkshire continued to participate in the West Partnership's Improving Our... Programmes. Last session, NL was well represented across the programmes, with 88% of participants successfully passing their case study of improvement, evidencing impact on classroom practice and attainment.



"Participation in the IOC Programme has really made me reflect on my classroom practice. As a result of this programme, I am now much more confident in all aspects of LTA and have become a much more effective practitioner." IOC Participant

5.4 Developing the Young Workforce

In November 2022, an updated Developing the Young Workforce Delivery Plan for 2022-2025 was published and approved by the Education, Children and Families Committee. The plan set out the universal entitlements and additional and intensive supports available to North Lanarkshire children and young people in this area of work. Ambitious improvement targets were identified in areas including school leaver destinations, Pathways Programme for winter and summer leaving young people, Future Fridays and Vocational Education.

School Leaver Destinations

In February 2024, our 2022-23 school leaver destinations were published. 4007 North Lanarkshire young people left school and entered a positive post-school destination. Key successes were:

- 94.7% left school and entered a positive post school destination. An increase on the previous year and the highest percentage achieved.
- 68.4% of young people progressed on to Higher or Further Education. A 2.4% increase on the previous year and above the national average.
- 24.3% entered employment.
- Our annual participation measure (percentage of young people 16–18-year-olds in education, training and employment) was 92.8%. This was the highest percentage achieved since the measure was introduced in 2017.
- The establishment of a multi-agency and cross-council Developing the Young Workforce Taskforce continued to support schools and families with those young people with multiple barriers and most at risk of entering a negative post-school destination and long-term unemployment. UK Shared Prosperity Funding allowed a Post-School Destinations Project Manager to be appointed in a collaboration between the council's Education and Families Service and Skills Development Scotland.

5.5 Pathways

Pathways Outcomes 2023-24

The Pathways programme was launched in 2019 as part of North Lanarkshire Council's commitment to ensuring all young people have access to a rich curriculum where there is excellence and equity leading to positive outcomes for every young person. The programme has evolved to provide support to summer and winter leavers who face multiple barriers to education and employment with 606 young people accessing the programme to date.

In 2023-24 109 young people enrolled on the programme with 15 returning to school having not sustained engagement. Of the 94 who completed the programme 98% entered a positive destination. 73% entering further education, employment, apprenticeships or other formal training, 27% remaining with the Pathways programme to access support from the Pathways team, Routes to Work and SDS to identify the next step on their career pathway. Further information on the initial destinations for each cohort is provided in the tables opposite.

Destination	Count
College - Full Time	44
Pathways - Cont. Support	25
Training Provider	10
Employment - Full Time	9
Returned to School	15
Activity Agreement	3
Apprenticeship	1
Disengaged	2
Total	109

NL Enterprising Pathways

The North Lanarkshire Enterprise Pathway was launched in August 2023 to support the entitlement set out in the Career Education Standard and DYW Delivery Plan that all children and young people from Early Level through the Senior Phase of learning are entitled to 'develop an understanding of enterprise, entrepreneurship, and self-employment as a career opportunity'.



The group lead by North Lanarkshire Council Education and Enterprise staff, in partnership with Young Enterprise Scotland, Social Enterprise Academy, Youth Philanthropy Initiative, Prince's Trust and SmartStems worked in partnership to make enterprise activity and support easily accessible through the creation of new resources, CPD opportunities, celebration week and an award scheme to recognise and reward the range of enterprise and entrepreneurship activity taking place across our schools. Some key highlights from this academic year are below:

34 schools achieved
NL Enterprising
Schools Award

138 school
engagements

78 individual
schools participating

9297 pupil
engagements

407 staff
engagements

5.6 Vocational Education and HNC

Foundation Apprenticeships Level 4/5 and 6:

Foundation Apprenticeships are delivered in partnership with New College Lanarkshire, Tigers Ltd, NHS Lanarkshire and North Lanarkshire Council's Early Years and Locality Social Care. For 2024/25 the Health & Social Care programme pupils will split their work experience between NHS clinical placements and North Lanarkshire Locality teams. On successful completion of their course, they will be offered the opportunity to register with NHS Lanarkshire's nurse bank. In partnership with Active Schools and the NHS, Social Services Children & Young People pupils will be trained to deliver a Motor Schools Toolkit to early years children to support development of Motor Skills and referral to Occupational Health Services if needed. Full mentoring & training is being provided by Active Schools and will fit perfectly with their Foundation Apprenticeship and skills development, making them more experienced and employable.

The Vocational Education Team continued relationships with several external employers to create employer engagement sessions with the Level 5 Construction and Level 6 Civil Engineering cohorts. A series of Build Your Future events were arranged in partnership with the Scottish Traditional Building Forum, North Lanarkshire Council and Local Employers with more events planned. Strong relationships have been built with employers for 2024/25 with Laing O'Rourke, Morgan Sindall, Keir and Bam providing support for work-based challenges, activity challenge sessions, mock interviews, and Modern/Graduate Apprenticeship application process sessions as well as work experience opportunities.

Vocational Education

The 2024/25 session will introduce a Level 4 NPA in Auto Mechanics delivered by REMIT Training in Motherwell. Four schools have been able to access this training for 32 pupils at their purpose-built site in Motherwell. REMIT deliver excellent training covering all aspects of automotive repair and have direct employer links for Modern Apprenticeship recruitment for pupils that are interested in a career in auto mechanics. Delivery is a full day on a Friday, it is anticipated that this model be rolled out to more schools in 2025/26. Laing O'Rourke will support a girls only vocational programme to take part in a work-based challenge and be offered practical inputs from staff working in the different areas across Laing O'Rourke. The intention is to encourage the girls to consider completion of the Construction or Engineering FA or one of the Construction HNC programmes during S5/6. This will roll out across all programmes during 2024/25. 353 pupils have applied for Foundation Apprenticeship course in 2024/25 with a further 152 applying for Vocational programmes.

HNC

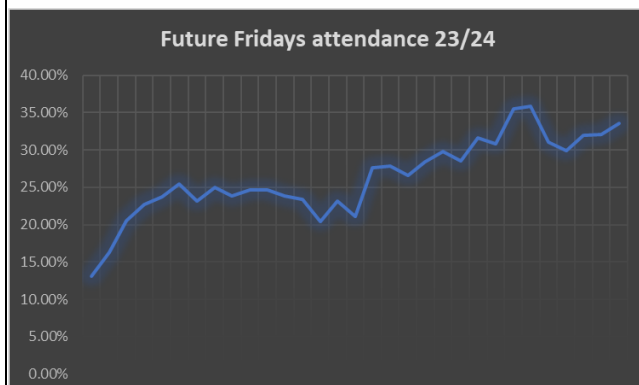
89 pupils have applied for a place, this can lead to year 2 of the HND with New College Lanarkshire and then on to year 3 of a degree course within UWS, effectively allowing young people to achieve a degree one year earlier.

5.7 Future Fridays

Future Fridays sessions are led in all secondary school by Principal Teachers. Through a wide range of programmes offered on Friday afternoons, young people will gain additional accreditation, enhance their CVs/personal portfolios and develop skills for learning, life and work.



2023/24 academic has seen continued growth in Developing the Young Workforce including through Future Fridays.



Attendance: Average attendance at Future Fridays sessions has doubled since January 2022 and increased by 5% compared to the previous academic year. This translates to an impressive 6,200 (29.03%) young people participating each week.

Equity and Inclusion: this year there have been an emphasis on targeting young people with multiple barriers to learning and employment:

- 40.03% (3618 pupils) of attendees came from SIMD 1-3
- 29.28% (1694 pupils) of participants had additional support needs.
- 33.11% (248) of attendees were from a care-experienced background.

Accreditation opportunities saw a significant rise, with 2,873 accreditations awarded across SCQF levels 2-7. The launch of the inaugural Leadership Academy was a key strength with over 70 young people attaining level 5 /6 qualifications and improving local cluster P7-S1 transition programmes.

Partnership Development: Future Fridays fostered new partnerships with New College Lanarkshire and University of the West of Scotland.

Strengths

- Gaining qualifications
- Wide range of opportunities for all
- Engagement of target groups
- Leadership academy
- Career recognition via work placements, college and Universities
- Horizontal peer support for young people across all year groups

Areas for development

- More work with local business
- Increased consistency of offer and attendance across all schools
- Further engagement of target groups

Future Fridays has continued to grow in 2023/24. This has been highlighted through the views of stakeholders.

"Gave my child an opportunity she might not otherwise have had. She has gained her bronze and silver DofE award and now working on gold. These awards have been a fantastic opportunity and to see how much she has flourished is amazing. She's met lifelong friends through these awards and learned so many new skills whilst also boosting her self-confidence, belief and skillset." Greenfaulds parent

"I am a part of a club that I really enjoy and it suits my interests. I really like the teacher who leads FF. I love what's on offer. I can hang out with friends in a cool setting. I don't want to go straight home on a Friday. I have gained the NL Challenge award & Dynamic Youth Award. I feel more confident with people in my year because I have gotten to know them better. I can talk to a lot more people across different year groups. This has helped me and made me feel more confident in school." Cardinal Newman pupil.

5.8 Gaelic

North Lanarkshire Council delivers Gaelic Medium Education (GME) at Tollbrae Gaelic Nursery, Condorrat Gaelic Nursery and Primary, and Greenfaulds High School. The number of children currently accessing Gaelic Medium Education is 221. During 2023-2024, young people at all GME provisions were provided with opportunities to participate in activities where they were able to use and hear Gaelic in an environment other than the classroom. Young people at Greenfaulds High School were provided Gaelic music sessions and visited Flodigarry on the Isle of Skye. Condorrat Primary School hosted a Gaelic Drama event, bringing together eight different primary schools from six local authorities. Tollbrae Gaelic Nursery was successful in delivering a family ceilidh as part of Seachdain na Gàidhlig (Gaelic week). This event included performances from Gaelic pupils from Greenfaulds High School, and parents and children came together to learn the Gaelic language and participate in Gaelic culture.

Work on Gaelic Learner Education (GLE) progressed with Greenfaulds High School delivering pilot sessions for L2/L3 delivery through the digital classroom. This incorporated primaries in the Greenfaulds High School Cluster, and now being offered to all schools in the authority in session 2024-25. After the Tha Gàidhlig Dhuinn Uile (Gaelic for all) conference in February 24, there were 21 Gaelic language workshops delivered in primary schools across North Lanarkshire. As a result, a number of schools have indicated that they would like to incorporate Gaelic into their 1+2 offer.

Whilst the main aim of the conference was to increase the offer of Gaelic learners as part of 1+2, the workshops also met key targets of the National Gaelic Language Plan and the North Lanarkshire Gaelic Language Plan, *increasing the learning of Gaelic* and *promoting a positive image of Gaelic*. Progression pathways for Gaelic Learners have also been created for early, first and second level as well as resources to support learning about Gaelic Language and Culture.



5.9 Active Schools

During the 2023-2024 session, the Active Schools Programme has built on the success of the previous year, continuing to prioritise the provision of high-quality opportunities for young people to engage in sport and physical activity before school, during lunchtime, and after school. Strengthening pathways between schools and local sports clubs remains a key focus, ensuring seamless transitions for students into community sports. In the 2023-2024 period, we expanded our events and training programmes, further engaging schools and enhancing the overall impact. Our commitment to these core aims has resulted in several significant achievements:

- 20,730 attendees recorded in active schools training programmes. This is an increase of 9,212 (46%) compared to 2022-23.
- 390,050 attendances at the extra-curricular programme. This is an increase of 77,006 (19%) compared to 2022-23.
- Inactive Girls Programmes delivered in 18 high schools. There were 514 sessions, 855 S1-3 Girls participated, 7,851 participant visits.
- Leadership Programmes delivered in 23 high schools, plus 3 Future Friday Leadership Academies.
- Student Placement partnerships in place with 2 colleges.
- 85 primary and secondary sports festivals delivered with over 13,000 participants

The continued support and active participation of schools have laid a robust foundation for the ongoing success and growth of the programme in the 2023-2024 academic year. We look forward to another year of achievements and increased engagement in physical activity for young people in North Lanarkshire.

Outdoor Education

Building on the strengths from the 2022-2023 session, the Strathclyde Park Outdoor Education Programme has continued to thrive in 2023-2024. All Primary Schools and ASN Schools were once again invited to the park, with an impressive 74.5% uptake. Thanks to improved infrastructure, additional activities, and more trained staff, we were able to deliver a programme that both pupils and schools thoroughly enjoyed.

In addition, funding from Cycling Scotland, allowed more pupils to engage in the Bikeability programme within the school environment, which saw strong participation and completion of the different courses.

In the secondary sector, we sought and successfully accommodated young people for work placements, providing valuable opportunities for them to develop skills and gain experience, thus enhancing their future job prospects. This initiative aligns with the Service's broader Developing the Young Workforce Strategy. Pathways pupils, university students, and high school pupils have all benefited from this support, furthering their personal and professional development.

- 5 young people from the pathways programme completed a 50 hour work placement.
- 3 students from the University of the West of Scotland completed a 60 hour work placement.

Collaborative working between Active Schools, Sport Development and the Countryside Parks team has ensured the programme has flourished. We look forward to building on these successes in the 2024-2025 session, continuing to provide high-quality outdoor education and skill-building opportunities for all participating pupils.



5.10 Digital Transformational Change

Immersive Classroom

This session saw a complete overhaul of the Immersive Classroom in Muirfield as well as the addition of 2 new Immersive experiences in Motherwell Library and Summerlee Museum of Scottish Industrial Life. This upgrade has improved the interactivity as well enabled more functionality to create bespoke Immersive content. The NL Digital School continued to support establishments at the Immersive Classroom in two workstreams – targeted intervention blocks (in line with SIP targets) and experience days (to enhance a context/theme for teaching and learning). There were seven different intervention blocks planned for this year with a focus on Writing and Health and Wellbeing and 35 different experience days planned.

There were 15 schools across ASN, FLC, Primary and Secondary establishments within North Lanarkshire who accessed the immersive classroom this year. 32 different classes experienced the room through a combination of experience days and intervention blocks. 708 pupils took part in the experience days and 161 in targeted intervention blocks, meaning 869 pupils have accessed the immersive classroom this year. The total number of children who have access the room since the pilot began in 2021 is 2,662. Adult learning groups, local community groups and the Virtual School also used the space on a regular basis and were supported by Digital Pedagogy Practitioners throughout.



Device Refresh

Phases 3 and 4 of the device refresh were launched in session 2023-2024. A total of 4500 aged devices were successfully disposed of via the WEEE process with over 3000 new devices deployed. Schools also purchased over 3500 new devices, spending a total of £1,670,000. This ongoing refresh work will help prepare the service for the oncoming rollout of Windows 11 by October 2025.

NLED Switchover

The NL Digital Schools supported business and digital with the implementation of the NLED account project for all non-secondaries. This has allowed all staff and pupil users with their own unique sign on, creating a secure and seamless solution for cloud-based work and collaboration. This change affected over 25000 users and provided the details needed for staff and pupils to have an active A3 Microsoft License. This was perfectly timed to coincide with Glow and Microsoft's decision to remove O365 access on the A1 plus license. This meant that there was no loss of service to any stakeholder

Connectivity Upgrade

Replaced infrastructure in 181 North Lanarkshire primary, secondary, nursery and additional support schools with new full-fibre internet connections.

Connections are up to 20 times the previous capacity in primary (now 1Gb) with secondary school connections (now 5Gb with a second resilient 5Gb connection) five times faster than the current service.

Building Digital Capacity

CLPL

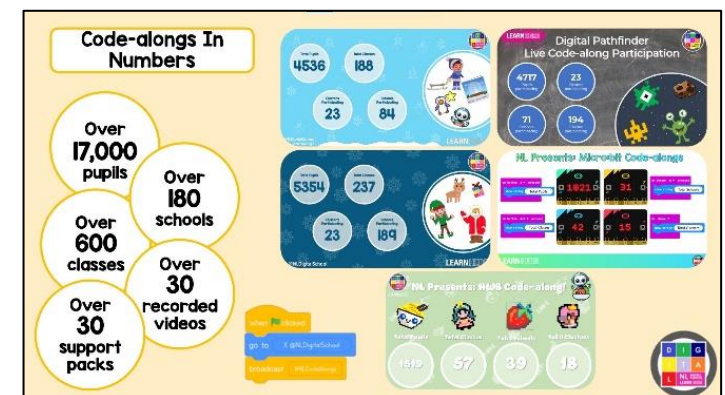
The Digital Team delivered support in a number of areas last session, including parent drop-in sessions/clubs, team teaching in Computing Science and Digital Literacy aligned to AIP, staff twilights, self-evaluation toolkit guidance, 'Digi Dip' days, Future Fridays sessions and Digital Schools Award Scotland (DSAS) support. The CLPL input last session was more bespoke in nature, and popular webinars were recorded so that staff could access these, ensuring a more sustainable approach to digital teaching and learning. The Digital School team worked with Headteachers across 48 schools to co-create annual improvement plans which featured digital learning to provide bespoke offerings through EFM requests, VSE or HMie support.

Local and National Code-alongs

Continued delivery of national and local code-alongs, in conjunction with Education Scotland, developing computing science skills across more than 100 schools, all 23 clusters and for over 8500 pupils (6500 in NLC and 2000 nationally). Create-alongs planned for 2024/25 to develop digital literacy and digital creation skills.

Digital School Awards Scotland (DSAS)

The North Lanarkshire Digital School team has tracked all establishments in which schools have already successfully been validated for DSAS Accreditation as well as schools that are working towards this award this session. At close of session 2023-2024, **58 establishments** had achieved Digital Schools Award status and 3 schools had achieved Digital Wellbeing Award on Cyber Resilience and Internet Safety. North Lanarkshire currently is joint highest number of schools with DSAS accreditation out of all 32 local authorities.



Digital Pedagogy Practitioners have been involved in the pilot and writing of 3 NEW awards - Computing Science Award (ECCA Equitable Creative Coding Award) NL Schools involved in pilot of Award- Tollbrae, Glenboig achieving award 2024. DPP Team are currently working with Education Scotland to refine the Early Years award (Digital learning through play award). Finally, we created the core targets for the new Teacher Awards (Digital Leader, Digital Influencer)12 DPP's gained successful recognition in session 2024 again taking part in pilot and creation of award, showcasing sustainable practices across our establishments and recognising sector leading practice.



Learner Experience

NL Digital School - Digital Pedagogy Practitioner led Projects

The NL Virtual Classroom continued to build on the success of its launch in January 2021. There have now been over **1,180,000** visits to the SharePoint (averaging 10,000 visits per week) from 2021 to June 2024. A total of 18,349 unique users have also accessed the site, **42% of all NLC staff and pupil users** from P4 and above. June 2024 saw a national pilot with digital resources across the curriculum that were focused on the Euro 2024 tournament. There were over 12000 visits and 1064 unique visitors across the month – the majority of them being teachers from all 32 LAs across Scotland.

The NL Digital School continued to add to the Universal offering of Tech Tuesdays, Three Reads (a digital resource to support our Early Years establishments) and Sensory Stories (a digital resource to support our ASN establishments). A relaunch and rebrand of the Virtual Classroom took place in session 2022-2023 and was launched in Session 2023-24. This created a 'one-stop-shop' for both teacher and learners to access high quality learning, teaching and assessment materials to enhance their practice. Every experience and outcome and overarching organiser had 3 progressive lessons for Literacy, Numeracy and Health and Wellbeing, with new interdisciplinary learning materials launched to support project-based learning approaches across the curriculum. There are now over 6000 resources on the site, covering all sectors and all areas across the BGE.

[Progression pathways – Core Learning and Exemplified Learning were launched for Third Level and shared with establishments.](#) A new layer of Exemplified Learning was created to provide challenge for 'Digital Across Learning in [Literacy](#), [Numeracy](#) and Health and Wellbeing '. These documents were designed to support teachers and Digital Champions in embedding high quality digital learning, teaching and assessment effectively and creatively into their classroom.

2023-24 Continuation of the successful Intergenerational Project to residential complexes in partnership with local primaries to upskill residents to get the best out of their device. A further 3 complexes were targeted in session 2023-24, with feedback from both pupils and residents overwhelmingly positive. Click here for more information: [Intergenerational Project 2023-24](#)



6. Our Achievements in 2023 – 2024

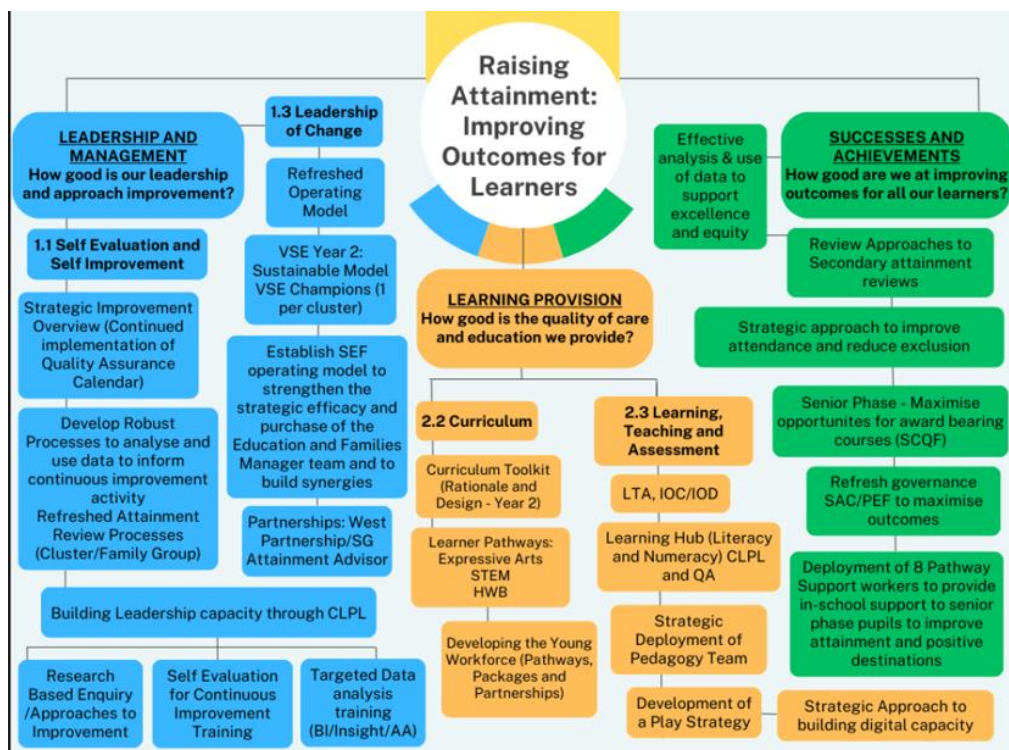
Across the Service, staff collaborated and adopted creative ways of engaging with children and families to raise attainment and recognise wider achievements. Learners were supported to develop their skills, attributes and capabilities to achieve and attain across the 4 Curriculum for Excellence (CfE) contexts for learning.



Raising Attainment and Achievement

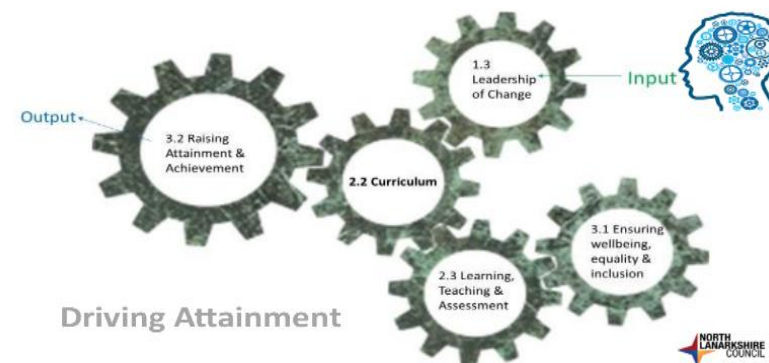
- How well are we removing barriers to learning and ensuring equity for all?
- How well does our work with partners and businesses ensure positive outcomes for our young people?
- How well are our approaches to raising attainment improving outcomes for children and young people?

6.1 Raising Attainment Strategy



Raising attainment is complex and requires a multi-faceted strategic approach. As such, during session 2023-24 the Service developed a robust Raising Attainment Strategy. This strategy aligns approaches and informs strategic decision-making processes around the strategic deployment of resources to raise attainment and improve outcomes for learners.

It brings together aspects of several plans, including the Service Improvement Plan, Strategic Equity Fund Plan and HWB: Roadmap to Recovery – to create a shared and cohesive approach across all parts of the Service.



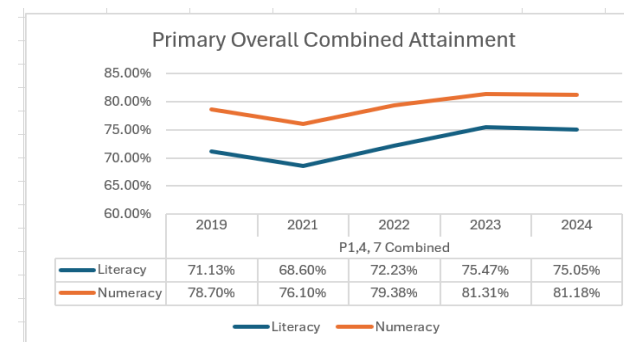
6.2 Attainment in 2023 – 2024 (Broad General Education)

Overall Attainment Level Trends

This section reports on teacher professional judgement of pupil Achievement of Curriculum for Excellence Levels (ACEL), against expected levels of national progress. This data is collected at P1, P4, P7 and S3 stages.

Combined P1, P4 and P7 attainment levels in literacy and numeracy have remained broadly in line with last year's data (<0.5% difference). Numeracy attainment levels continue to exceed combined literacy attainment levels overall (combination of reading, writing and listening and talking figures).

Encouragingly, this year's P1, P4 and P7 combined ACEL data, within primary sector, continues to exceed pre-pandemic (2019) figures.



Achievement of a Curriculum for Excellence Level Data (ACEL)

North Lanarkshire's data for session 2023-2024 shows that attainment has **increased** at **P4** and **S3**, across **all** organisers.

At the P1 stage attainment is broadly in line with only marginal decreases of <0.5pp. Notably, at the P1 stage, attainment across all organisers remains **above 80%**.

At the **P4** stage attainment has **improved across all** organisers. The **largest improvement** in **P4** is in **numeracy**, with a 2.14pp increase from 2023.

At **P7**, attainment has **dipped slightly** across most organisers, however attainment levels **remain higher than the 5-year average figures**, across all organisers. At the P7 stage attainment in **listening and talking**, increased by **0.85pp** since from 2023.

Although **writing** continues to be the **lowest** attaining organiser in **primary**, there are improvements when comparing from 2018-2022.

At S3, attainment has increased across all organisers when comparing 2023-2024 data. **Listening and Talking** is the **highest** attaining organiser at the **S3** stage.

Numeracy is the **lowest** attaining organiser at S3, however notably attainment levels for numeracy have had the **largest** increase from 2023, rising by **2.56pp**.

	2018	2019	2021	2022	2023	2024
P1						
L&T	84.1%	84.59%	81.06%	85.65%	87.38%	87.41%
Reading	76.7%	80.14%	75.00%	77.59%	80.63%	80.76%
Writing	74.1%	78.57%	73.99%	76.50%	80.40%	80.04%
Numeracy	83.4%	85.00%	82.60%	84.60%	86.60%	86.20%
P4						
L&T	81.6%	81.88%	80.10%	83.68%	86.99%	87.99%
Reading	73.6%	73.96%	72.60%	75.30%	78.47%	80.19%
Writing	68.6%	70.29%	67.17%	70.90%	73.45%	73.89%
Numeracy	73.1%	75.70%	72.20%	76.80%	77.30%	79.44%
P7						
L&T	79.5%	83.25%	81.42%	85.04%	86.86%	87.71%
Reading	75.8%	78.21%	76.21%	80.89%	83.17%	81.95%
Writing	71.9%	74.05%	71.27%	75.68%	79.07%	76.73%
Numeracy	71.4%	75.80%	74.00%	77.10%	80.30%	78.56%
S3 - 3rd level or better						
L&T	91.1%	90.77%		88.57%	88.08%	90.14%
Reading	88.7%	90.09%		87.91%	87.57%	89.01%
Writing	88.3%	89.09%		87.06%	87.65%	88.44%
Numeracy	90.1%	85.00%		85.30%	85.10%	87.66%

Closing the Poverty Related Attainment Gap – Trends Over Time

In North Lanarkshire a significant number of children and families live in areas of high deprivation with over 32% living in Quintile 1, equating to approximately 15,600 pupils across our primary and secondary schools. Data is analysed and compared for learners living in the most deprived and least deprived areas (Q1 and Q5) to calculate the attainment gap.

The table shows that:-

- across the **primary** stages and **across all organisers** the **gap decreased** during 2023-2024.
- The biggest reduction in the attainment gap was in P7 writing where the gap reduced by 3.33pp from 2023 to 2024.
- At the P4 stage, **attainment** for learners from **Q1** has **risen** across all organisers.
- At all stages, the attainment gap is lowest within the listening and talking organiser.
- At the primary stages the **largest gap** is in P7 for numeracy.
- Reducing the gap at P4 for writing was one of our 'core plus' stretch aims. Last session we **reduced this gap by 1.39pp**.
- At the **S3** stage attainment has **increased for Q1 and Q5** learners.
- However, the rate of improvement for learners from Q5 has exceed the rate of improvement for our Q1 learners and this has impacted on our ability to close the attainment gap.
- **Largest** attainment gap at S3 stage is **16.99pp** for **Numeracy**.

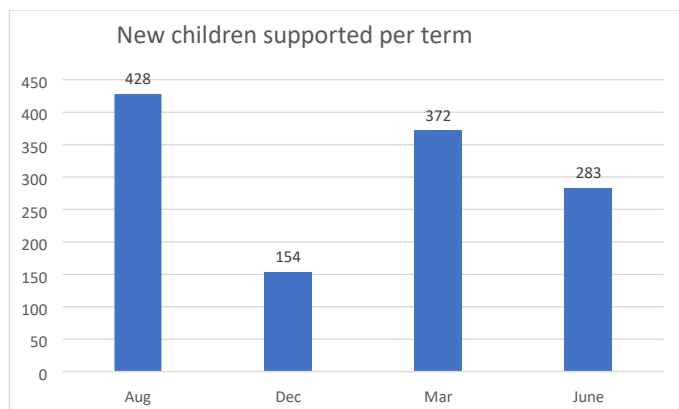
	Listening and Talking			Reading			Writing			Numeracy		
	SIMD Q1	SIMD Q5	Gap	SIMD Q1	SIMD Q5	Gap	SIMD Q1	SIMD Q5	Gap	SIMD Q1	SIMD Q5	Gap
P1												
2023-24	80.90%	91.26%	10.36pp	72.75%	86.08%	13.33pp	72.00%	86.08%	14.08pp	79.51%	91.35%	11.84pp
2022-23	82.2%	95.8%	13.6pp	72.9%	89.0%	16.1pp	71.7%	90.1%	18.4pp	81.3%	95.2%	13.9pp
2021-22	77.6%	93.4%	15.8pp	69.2%	88.3%	19.1pp	67.3%	86.8%	19.51pp	78.2%	92.2%	14.05pp
2020-21	72.5%	91.5%	19pp	64.9%	87.4%	22.5pp	63.9%	88.8%	24.9pp	74.1%	93.4%	19.3pp
2018-19	80.6%	90.4%	9.84pp	73.3%	89.3%	16pp	70.8%	86.6%	15.84pp	79.2%	91.8%	12.55pp
P4												
2023-24	83.57%	95.54%	11.97pp	74.14%	88.58%	14.44pp	67.06%	84.40%	17.34pp	73.37%	87.88%	14.51pp
2022-23	81.9%	94.9%	13pp	71.0%	86.9%	15.9pp	66.4%	83.9%	17.5pp	70.7%	86.6%	15.9pp
2021-22	76.9%	91.0%	14.1pp	68.2%	83.9%	15.7pp	62.5%	81.2%	18.7pp	68.5%	87.4%	18.9pp
2020-21	74.4%	90.2%	15.8pp	66.7%	86.2%	19.5pp	59.9%	79.9%	20pp	65.1%	83.1%	18pp
2018-19	77.3%	88.1%	10.8pp	67.1%	81.5%	14.4pp	61.5%	79.1%	17.6pp	69.2%	84.8%	15.6pp
P7												
2023-24	83.45%	93.25%	9.8pp	77.27%	89.00%	11.73pp	70.44%	83.50%	13.06pp	71.53%	86.50%	14.97pp
2022-23	81.9%	93.2%	11.3pp	76.2%	92.1%	15.89pp	70.9%	90.3%	19.4pp	72.8%	91.1%	18.27pp
2021-22	80.0%	92.5%	12.5pp	75.3%	89.6%	14.3pp	68.7%	86.1%	17.4pp	71.5%	87.9%	16.4pp
2020-21	73.1%	90.0%	16.9pp	67.4%	88.4%	21pp	61.7%	85.5%	23.8pp	64.0%	89.1%	25.1pp
2018-19	79.7%	89.2%	9.5pp	71.3%	86.9%	15.6pp	66.6%	83.4%	16.8pp	68.5%	85.7%	17.2pp
S3												
2023-24	84.33%	95.05%	10.72pp	82.85%	94.37%	11.52pp	82.28%	94.82%	12.54pp	79.86%	96.85%	16.99pp
2022-23	84.10%	91.40%	7.3pp	82.20%	92.20%	10pp	82.10%	91.40%	9.3pp	78.10%	93.90%	15.8pp
2021-22	83.50%	94.80%	11.3pp	82.30%	94.50%	12.2pp	81.20%	94.30%	13.1pp	76.20%	96.00%	19.8pp
2018-19	87.60%	95.60%	8pp	86.90%	95.80%	8.9pp	85.90%	95.00%	9.1pp	76.70%	93.60%	16.9pp

Literacy	SIMD Q1					
	2019	2021	2022	2023	2024	Change
P1	66.50%	61.70%	63.65%	70.30%	69.66%	-0.64%
P4	58.30%	57.90%	61.00%	64.10%	65.17%	1.07%
P7	63.60%	60.00%	66.90%	68.30%	68.67%	0.37%
P1,4,7	63.00%	59.89%	63.90%	67.50%	67.73%	0.23%
S3 (Lvl 3+)	84.50%		79.20%	79.50%	79.59%	0.09%
Level 4	37.54%		29.73%	35.71%	36.25%	0.54%

We have improved outcomes for Q1 (most deprived) learners for literacy, across almost all stages.

Cluster Attainment Teachers

Between August 2023 and June 2024, Cluster Attainment Teachers (CATs) worked with a total of **1237 children and young people**. The table below shows the number of 'new' children and young people supported between each tracking people, however some children particularly between August and Christmas were supported for two terms.

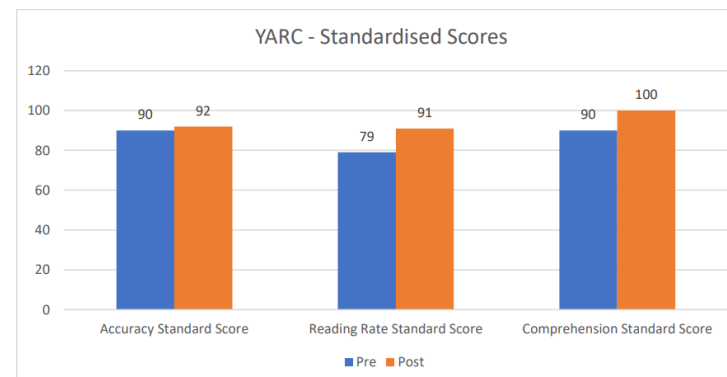


Approximately, 63% of the overall supports delivered across the year were targeted literacy, including writing, reading or spelling. 26% were numeracy or mathematics and 11% were health and wellbeing focussed.

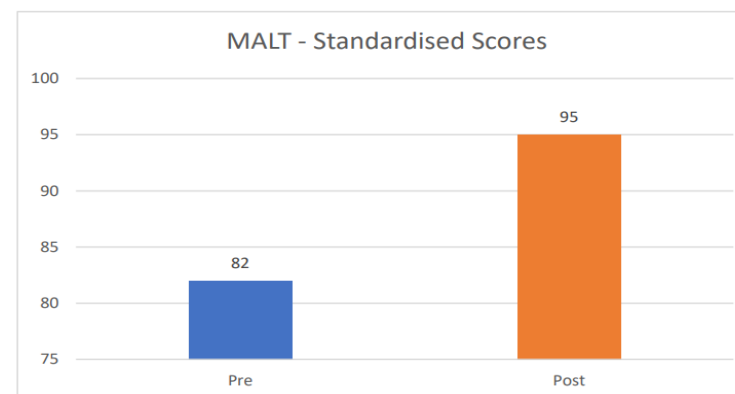
551 (45%) of the 1237 children supported lived within Quantile 1 post code and a further **280 children** who were supported matched at least one of the indicators of the Scottish Attainment Challenge with a rationale recorded by the CAT, meaning that **67% (831)** of the overall supports were targeted to closing the poverty related gap. 60% of these supports were recorded as successful by the CAT based on their teacher professional judgement.

There also a further 32% of children receiving additional support and making up group numbers, but outside of the parameters of the Scottish Attainment Challenge focus. The majority (90%) of children were supported as part of a small group setting, with the other 10% being supported either 1-2-1 or a blended approach between 1-2-1 and in class.

The CAT teachers on average moved children being supported with their comprehension from 'not on track' to 'on track', as standardised scores around the 100 mark are considered as 'average' by GL Assessments.



Progress was also made with mathematics and numeracy, as indicated within the average MALT scores for pre and post assessments.



6.3 Attainment in 2023 – 2024 (Senior Phase)

This year saw the return of full course assessment in National 5, Higher and Advanced Higher courses, following consultation with learners, teachers and lecturers and their representative groups, parents, carers, education partners and the Scottish Government. Coursework and exams for some practical subjects were removed temporarily during the pandemic. SQA's chief examiner commented that the body had now returned to normal awarding procedures this year and that the national performance was 'variable'. The national performance in 2024 at both National 5 and Higher levels is lower than in 2023 and described as disappointing. The SQA noted that there had been different approaches to awarding in each year since 2019 which do not allow for "meaningful conclusions to be drawn on changes in education performance".

For this reason, the 2024 exam results data has been compared with the 2023 and 2019 exam results data, as this was the last year that the traditional exam system was applied prior to the pandemic. The following information is based on SQA Results issued to candidates in August 2024. The percentages are based on the S4 roll at the start of the Senior Phase for each year group. These results may change following the results of the SQA appeals process.

Exam Results Summary

		Local Authority (excluding ASN Schools)							
	Level and awards	2019	2020	2021	2022	2023	2024	Change 2023vs2024	Change 2019vs2024
S4	Nat 3 (5+)	72.3	84.1	81.5	79.3	81.7	79.4	-2.3	7.1
	Nat 4 (5+)	67.9	79.6	77.8	75.0	77.3	74.0	-3.3	6.1
	Nat 5 (5+)	39.4	48.9	47.8	43.2	42.6	41.5	-1.0	2.1
S5	Highers (1+)	57.0	60.8	61.0	57.5	53.5	53.2	-0.3	-3.8
	Highers (3+)	32.9	38.1	41.9	37.6	33.6	31.0	-2.7	-2.0
	Highers (5+)	11.9	16.1	16.8	15.8	14.4	13.4	-1.1	1.5
S6	Highers (3+)	41.3	44.7	47.6	47.8	44.1	39.4	-4.7	-1.9
	Highers (5+)	27.3	29.6	33.8	31.3	29.3	26.6	-2.7	-0.7
	Adv. Highers (1+)	14.4	19.0	15.5	14.8	15.7	13.9	-1.9	-0.5

Exam Results Summary

The table above shows that North Lanarkshire 2024 attainment has dropped against all key measures, in comparison with 2023 attainment data. This is concordant with the national picture comparator of 23 v 24. Relative to 2019 performance, 2024 data has shown improvements in all S4 measures and 5+ at Higher. Importantly, there is also Improved progress made relative to our stretch aim for 1+ Higher in 23/24

Senior Phase Attainment ASN Sector

The tables show improved performance at level 3, 4 & 5 in 2024

% SCQF Level 1						% SCQF Level 2					
Stage	2021	2022	2023	2024		Stage	2021	2022	2023	2024	
S4	17.71	24.00	34.38	28.81	↗	S4	17.71	24.00	34.38	28.81	↗
S5		36.46	41.60	38.54	↗	S5		36.46	41.60	38.54	↗
S6			37.50	42.40	↗	S6			37.50	42.40	↗
Grand Total	17.71	30.23	37.83	36.59	↗	Grand Total	17.71	30.23	37.83	36.59	↗

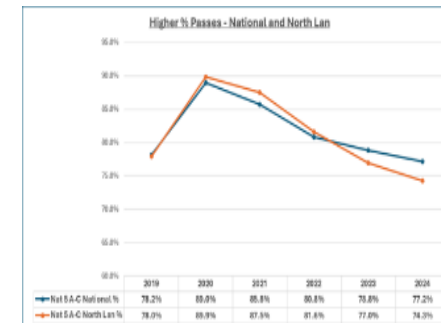
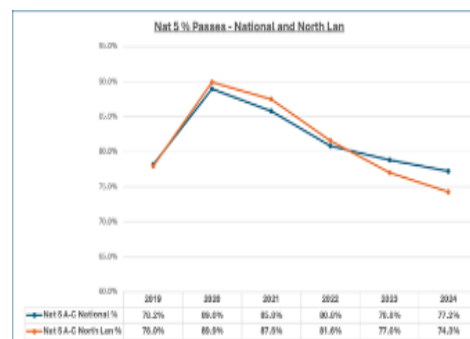
% SCQF Level 3						% SCQF Level 4					
Stage	2021	2022	2023	2024		Stage	2021	2022	2023	2024	
S4	17.71	23.20	20.83	22.88	↗	S4	4.17	14.40	11.46	10.17	↗
S5		27.08	32.00	32.29	↗	S5		18.75	27.20	26.04	↗
S6			26.04	36.00	↗	S6			18.75	28.00	↗
Grand Total	17.71	25.14	26.29	30.39	↗	Grand Total	4.17	16.58	19.14	21.40	↗

% SCQF Level 5					
Stage	2021	2022	2023	2024	
S4	0.00	0.00	0.00	0.00	↗
S5		0.00	2.40	0.00	↗
S6			0.00	4.00	↗
Grand Total	0.00	0.00	0.80	1.33	↗

Key messages 2024:

- Increased number of young people being presented for qualifications in National 5 and Higher in North Lanarkshire
- Improved on several key measures relative to 2019 pre-pandemic with a 2.1% increase in S4 learners achieving 5 National 5 passes and a 1.5% increase in S5 learners achieving 5 Higher passes.
- In this year, 41.5% of young people achieved 5 A-C passes at National 5; 13.4% achieved 5 A-C passes at Higher in S5 and 26.6% in S6.
- Curriculum reform advocating increased vocational and practical based subjects, particularly in areas of deprivation.
- North Lanarkshire position: 409 Foundation Apprenticeships, 89 HNC, 152 Other Vocational Education courses and 2783 Level 2-7 Wider Achievement accreditations in 2024.
- Broadening the range of opportunities available to pupils.
- Improved leaver destination stats – 2024 our best %

National vs. North Lanarkshire



- National 5 performance dipped for both national and local
- Higher performance dipped for both national and local

Gap Analysis

	Gap % passes (A - D)					
Level	2019	2020	2021	2022	2023	2024
National 3	10.9%	4.6%	9.3%	11.6%	10.0%	0.0%
National 4	9.4%	6.6%	8.5%	10.1%	-5.1%	0.0%
National 5	4.8%	4.1%	3.5%	4.4%	4.8%	8.0%
New Higher	2.6%	3.0%	2.3%	5.1%	4.7%	5.7%
New Advanced Higher	8.5%	1.4%	4.4%	0.8%	-3.0%	9.2%

There is an improved picture for N3 gap analysis data

The gap has widened for all other measures. This is concordant with the national picture where the gap is at its highest level since the equality measures were first taken.

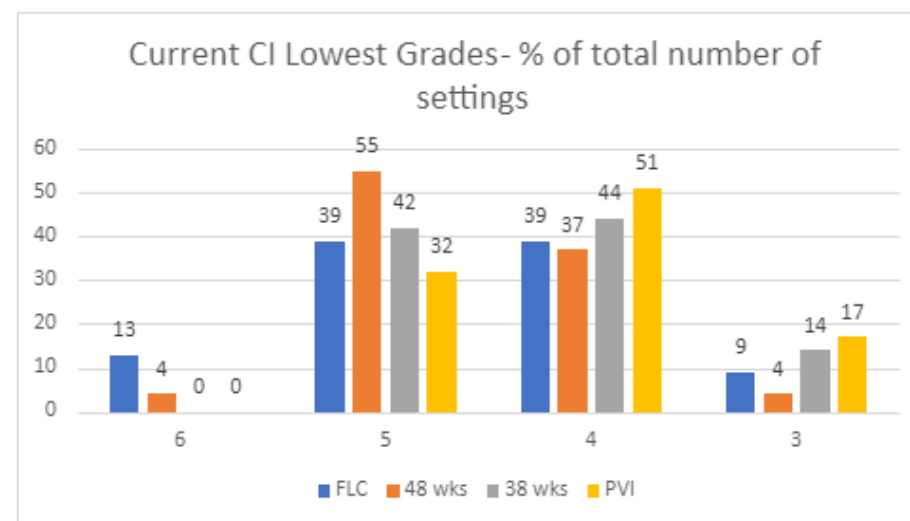
6.4 Early Learning and Childcare

Care Inspectorate

In the year 2023 - 2024, the Care Inspectorate carried out unannounced inspections in 53 local authority and partner early learning and childcare settings. Scrutiny results show that there is a higher percentage of settings inspected this year who have been graded as adequate, therefore not meeting the national standards. As a result, all these settings are placed on an improvement period with action plans introduced to support improvement.

The graph above outlines the overall current Care Inspection grades to date of all ELC settings in North Lanarkshire. There is a total of **12%** of all settings not meeting the national standards.

Commendably, as of June 2024, the inspectors graded that **88%** of all ELC settings as **good or above**. This positively reflects on the quality of care and learning provided for children and families within North Lanarkshire.



2023/24 Care Inspection Grades

Setting	No.	Adequate 3	Good 4	Very Good 5	Excellent 6
Local Authority FLC	8	2	4	2	0
Local Authority Nursery Class	28	8	13	7	0
PVI	17	7	6	4	0
Total	53	17	23	13	0

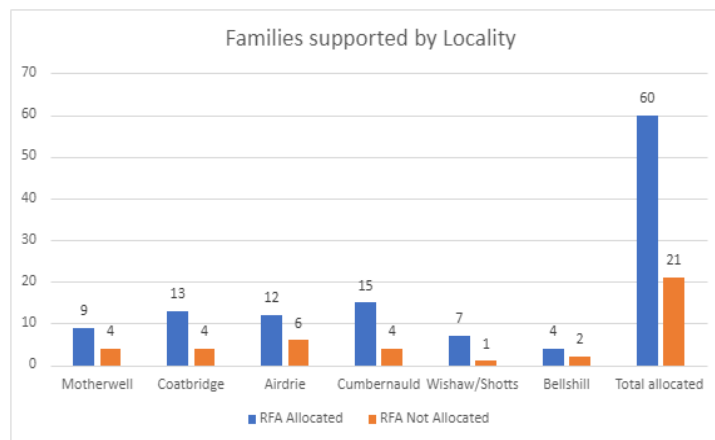
Early Learning and Child Care Interventions

"I want to thank the family engagement practitioner and all other staff involved for their input, love and care they have shown to my wee family. I would love to continue working with them and keep working on building up my confidence and having their positive influence and support." Parent 2024

Family Engagement Service

The Family Engagement Service (FES) was established in July 2023 and is jointly funded by ELC and CORRA. There have been 81 requests for assistance (RFA) with 60 of these meeting the criteria and been allocated a family engagement practitioner. The target to respond within two weeks to all RFA has been fully met. A multi-agency steering group provides governance and monitors the impact of the service on outcomes for children and families. To date, 29 families out of 60 allocated have engaged in 3 monthly reviews using the Family Outcome

Star. 100% of these families have shown an improvement in their score. In addition, a random selection of 4 families have been considered by social work who concluded that the early intervention provided by FES has prevented escalation to more statutory measures.

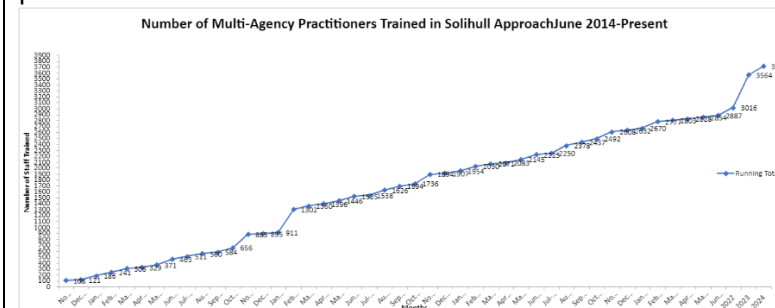


Solihull Approach

The Solihull programme has been continuously delivered since 2014 with a strong evidence base. Practitioners report an increase on their knowledge and understanding which impact their practice resulting in positive outcomes for children and families. A significant development this year has been the creation of a pan Lanarkshire Solihull Approach Steering Group. The Steering Group provides governance and co-ordination of the overall programme and monitor's impact. To date, the total number of practitioners across Lanarkshire is **3714**, (as of 27/624).

There is a continued focus to increase the number of Solihull trainers to maintain the capacity of the training programme with an additional 10 trainers trained in 2024, resulting in a total of 92 trainers. However, it is recognised that not all are actively delivering training thereby a support pathway has been introduced to reengage their role in delivery of the programme.

The online parenting programme and additional professional courses continue to be accessed on a regular basis. **3583** participants have registered in the online parenting programme with 75 % who have actively engaged. 96 % report the course is helpful and makes a difference, 94 % would recommend this to other parents.



Breastfeeding Friendly ELC Award Scheme

The Breastfeeding Friendly Scotland Early Learning Scheme set an aspirational aim that 80% of our 103 local authority ELC settings would achieve accreditation for becoming a breastfeeding friendly establishment. In collaboration with NHS colleagues, NLC have exceeded this target with 100% of the settings being accredited.

To date 996 practitioners have completed the module with 850 completing the evaluation form. This has provided evidence around expectations of the course, practitioners ability to apply what they have learned and if the module could be improved.

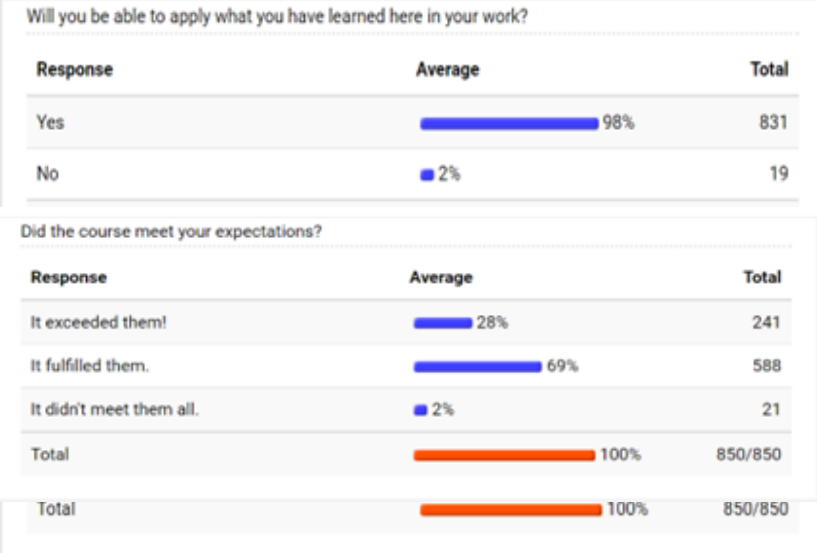
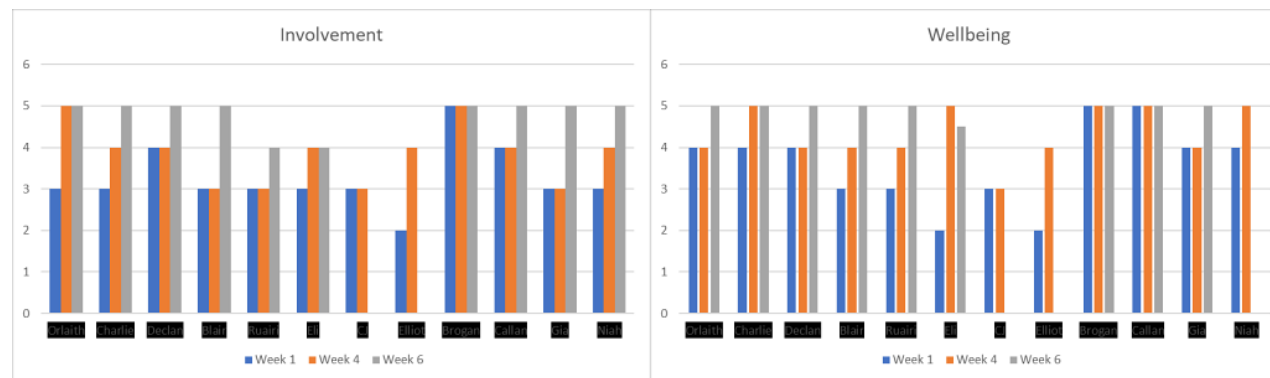
A recent submission to COSLA Awards has been successful with the NLC Breastfeeding Friendly Award Scheme now shortlisted as one of the finalists under category 3, *"Tackling Inequalities and Improving Health and Wellbeing"*.

Do-BeMindful Programme

Over the past 2 years, ELC have invested in the Do-BeMindful Programme to support the wellbeing of both staff and children. Representatives from settings participated in online modules, however their feedback established that a whole nursery approach with peer support would provide a greater impact. As a result, this year a whole nursery approach has been tested in 2 Family Learning Centres. (FLC)

Almost all staff have completed the online module and are using Do-BeMindful approaches which are delivered through targeted intervention groups.

The graphs below from one FLC show that engagement in Do-BeMindful experiences have a positive impact on children's result when measured using the Leuven Scale of wellbeing and involvement.



"This course gave me better understanding of trauma and I am now more informed. I feel more confident in going forward in my role as ASNA" April 2024

6.5 HMle and Education Scotland

North Lanarkshire Council’s governance is based upon the European Framework for Quality Management (EFQM) approach which describes the Vision and Values, Key Systems and Processes; and the Outcomes and Outputs that are desired from our activities. The EFQM criteria have been embedded within How Good is Our School 4? (HGIOS?4) so that each criterion is reflected in a number of quality indicators. To support continuous improvement, we regularly engage Education Scotland and HMle for improvement work and for external scrutiny. The report below summarises our performance in inspections and validated self-evaluation visits, during session 2023-2024.

Inspections

In session 2023-2024, a total of **eleven** inspection reports were published for North Lanarkshire establishments. Of the eleven establishments reported on, two included Early Years provision. **82% of establishments received a positive report**, using the current criteria which categorises a grading of **satisfactory or above** as positive. Our 5-year improvement cycle indicates that from session 2023 onwards, there have been increased expectations during the inspection process:

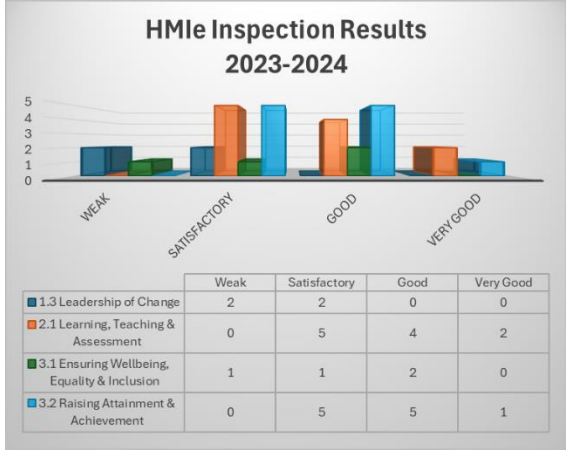
- Pre-covid: 61% good+ inspection gradings (106 grades awarded 2018-2020)
- 2022 – 2023: 82% good+ inspection gradings (56 grades awarded, including grades from 5 nursery classes)
- 2023-2024: 56% good+ and 91% satisfactory+ inspection gradings (34 grades awarded Sept – April 2024, including grades from 2 nursery classes)

Four establishments were awaiting further engagement (partial or full) with HMle, following inspection, during session 2023-2024.

All establishments have now been **fully signed off** and verified progress reports have now been published.

Summary of **School**
Inspection
Gradings:
September 2023 -
April 2024

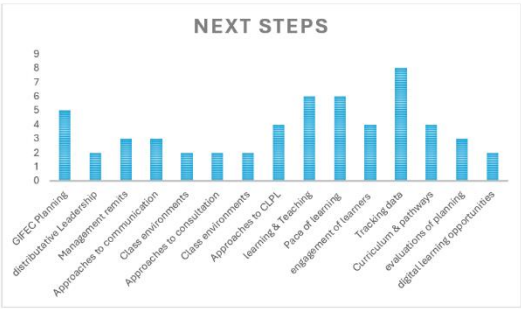
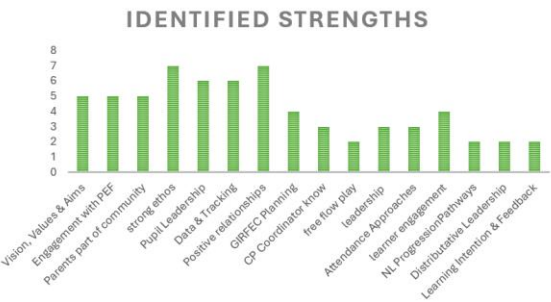
(Based on reports
published at time of
writing.)



2 schools were graded as ‘Very Good’ for learning, teaching and assessment and 1 school was graded ‘Very Good’ for raising attainment and achievement.

6.6 Validated Self Evaluation Visits (VSE)

During session 2023-2024, officers completed 11 Validated Self Evaluation Visits. They focused on the 4 core quality indicators used in HMle inspections. The graphs below outlined some key strengths and areas for development.



6.7 North Lanarkshire Statistics

Attendance rates continue to be impacted by repercussions of the pandemic on many fronts. Robust systems are in place across all clusters to support at both establishment and individual level. The service has implemented a range of strategies to minimise impact on learners and to build resilience in the system. Due to the pandemic, and related societal shifts, our attendance profile remains a priority.

Local Government Benchmarking Framework

Local Government Benchmarking Framework data show North Lanarkshire figures against a Scotland and family group average. The Improvement Service have created a new set of online dashboards that are more visually pleasing and more easily accessible. The Improvement Service collate these for all 32 councils from already published national sources. The data is published in March each year, therefore the 2023-2024 data isn't available until March 2025. Data for session 2023-2024 will be available using the following link: <https://www.improvementservice.org.uk/benchmarking/explore-the-data>

7. Next Steps: Planning for the Future

Key Strategic Developments for Session 2024/25

The new [Programme of Work](#) was approved in March 2023 and establishes the priorities for delivery in support of the Plan for North Lanarkshire. The five-year Programme of Work to 2028 comprises of **seven priorities** for delivery:



- **Transforming Places** - To better plan and co-ordinate public and private sector investment to deliver transformational change across town centres and local communities at pace.
- **Invest in North Lanarkshire** - Accelerated outcome delivery and investment via a more streamlined advisory service and aligned operating model and infrastructure plan.
- **Sustainable Futures** - Focus commitments to Net Zero Carbon and climate resilience and the associated energy solutions and investments required to make it a reality.
- **Resilient People** - Deliver whole family support locally, when families need it, in a way that addresses the impacts of poverty and reduces inequality.
- **Brighter Futures** - Support and improve educational attainment, employment opportunities, entrepreneurship, and volunteering.
- **Digital North Lanarkshire** - Develop a skilled digital workforce, promote an innovative, sustainable culture and be the Digital Leader for a transformed North Lanarkshire.
- **One Service** - Ensure services are delivered, regardless of owner, in a streamlined, efficient, and supportive model, with the overall vision of inclusive growth and prosperity for all.



The **Education and Families Improvement Plan** for session 2024-25, outlines key priorities across the Education workstreams and highlights key measures for the year ahead linking to the refreshed Programme of Work. The priorities identified within the Service Improvement Plan align with **four strategic workstreams** below:



Improving Leadership

- Building staff capacity
- Empowering local decision making
- Deploying resources to those in most need
- Developing systems that support effective data driven improvement

Improving standards across our schools and centres

- Raising attainment and closing the gap
- Improving learning and teaching
- Improving curricular progression
- Improving routes to achievement and employability
- Improving outcomes from inspection

Improving wellbeing and ensuring children and young people thrive

- Improved engagement of most vulnerable groups
- Improved balance of care
- Reducing the impact of trauma
- Improving the impact of GIRFEC
- Improving attending
- Reducing exclusion

Supporting families through effective partnership working

- Strengthening whole family support, incl. kinship carers and adopters
- Protecting children (Signs of safety and contextual safeguarding)
- Tackling poverty and access to economic opportunities
- Improving support to care experienced young people

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 0.5pp above or below.**

Key Performance Measure	June 2022	June 2023	June 2024	June 2025
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	72.23%	75.47%	75.05%	
% of Q1 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	63.93%	67.52%	67.73%	
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	82.94%	86.06%	82.77%	
Q1 – Q5 Gap (P1, P4 and P7 combined) achieving expected levels or better in literacy	19.01pp	18.54pp	15.04pp	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	79.38%	81.31%	81.18%	
% of Q1 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	72.60%	74.80%	74.56%	
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	89.15%	90.90%	88.37%	
Q1 – Q5 Gap ((P1, P4 and P7 combined) achieving expected levels or better in numeracy	16.55pp	16.10pp	13.81pp	
% 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%	
% 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%	
% 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%	
Q1 – Q5 Gap (S3 3 rd level or above literacy)	13.9pp	9.0pp	14.10pp	
% of S3 pupils achieving third level or better in numeracy (Core Plus)	85.34%	85.11%	87.66%	
% of S3 Q1 pupils achieving third level or better in numeracy (Core Plus)	76.20%	78.13%	79.86%	
% of S3 Q5 pupils achieving third level or better in numeracy (Core Plus)	95.96%	93.87%	96.85%	
Q1 – Q5 Gap (S3 3 rd level or above numeracy)	19.76pp	15.74pp	16.99pp	
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)	June 2024 (22/23 insight)	
% of leavers achieving 1 or more awards at SCQF Level 5 or better (All SCQF)	88.55%	87.46%	85.82	
% of Q1 leavers achieving 1 or more awards at SCQF Level 5 or better	81.73%	78.48%	77.09	
% of Q5 leavers achieving 1 or more awards at SCQF Level 5 or better	97.96%	96.60%	95.59%	
Q1 – Q5 gap SCQF 5	16.23pp	17.52pp	18.5pp	
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.49%	64.62%	61.89%	
% of Q1 leavers achieving 1 or more awards at SCQF Level 6 or better	54.82%	49.13%	48.93%	
% of Q5 leavers achieving 1 or more awards at SCQF Level 6 or better	83.67%	81.41%	82.89%	
Q1 – Q5 gap SCQF 5	28.85pp	32.28pp	33.96pp	

Key Performance Measure	June 2022	June 2023	June 2024	June 2025
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	
Overall	90.2%	91.0%	91.9%	
Quintile 1	85.1%	85.7%	87.2%	
Quintile 5	95.5%	96.0%	96.4%	
Q1 – Q5 gap (APM)	10.4pp	10.3pp	9.2pp	
Core Plus Stretch aims		June 2023	June 2024	
% Attendance Primary		91.16%	91.61%	
% attendance Q1 Primary		88.52%	89.15%	
% attendance Q5 Primary		94.50%	94.69%	
Q1 – Q5 Gap Primary		5.98pp	5.54pp	
% Attendance Secondary		85.54%	85.72%	
% Attendance Q1 Secondary		81.57%	81.21%	
% Attendance Q5 Secondary		90.41%	91.23%	
Q1- Q5 Gap Secondary		8.84pp	10.02pp	
% of leavers achieving S5 1+ Higher (A-C passes based on all candidates) (Excludes ASN schools)	57.5%	53.36%	53.2%	
% of Q1 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	40.6%	36.84%	37.7%	
% of Q5 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	74.8%	77.58%	72.6%	
Q1 – Q5 gap leavers achieving S5 1+ Higher (A-C passes based on all candidates)	34.2pp	40.74pp	34.9pp	
% of P4 learners achieving expected level for writing	70.90%	73.45%	73.89%	
% of Q1 P4 learners achieving expected level for writing	62.53%	66.35%	67.06%	
% of Q5 P4 learners achieving expected level for writing	81.21%	83.91%	84.40%	
Q1 – Q5 Gap for P4 learners achieving expected level for writing	18.68pp	17.56pp	17.34pp	
NLC Performance Management Target (Result collated from HMIE questionnaires distributed over 11 inspections published over session 2023-24.)				
Parent satisfaction - % parents agree or strongly agree that the school is well led and managed		88.8%	77%	
Parent Satisfaction - % of parents that agree that they receive helpful, regular feedback about how their child is learning and developing.		85.8%	72.2%	
Parent Satisfaction –% of parents that agree/strongly agree that overall they are satisfied with the school.		91.0%	78.8%	
HMIE Inspection Results, early years- % positive reports (Using previous measure– satisfactory or above)		100%	100%	
HMIE Inspection Results, early years- % positive reports (Using new measure – good or above)		66.67%	50%	
HMIE Inspection Results, schools - % positive reports (Using previous measure – Satisfactory or above)		100.0%	81.2%	
HMIE Inspection Results, schools - % positive reports (Using new measure – good or above)		71.0%	45.45%	

*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 roll figures from Insight.

North Lanarkshire Council- Learn Here

Service Improvement Plan 2024-25

Embracing the challenge of raising attainment, improving outcomes and closing the poverty related attainment gap through a place based, one service, one partnership approach, which will deliver brighter futures for our children, young people and communities.

**LIVE
LEARN
WORK
INVEST
VISIT**

2024-25: Year 2 of our strategic 3-year plan

Planning Context

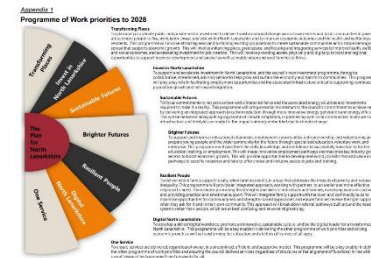
The Plan also reflects key National Policy drivers such as:

- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Bill
- Getting it Right for Every Child (GIRFEC)
- ‘Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland’
- The Promise Scotland— findings of the Independent Care Review
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education
- Early learning and childcare: statutory guidance - July 2021
- Realising the Ambition: Being Me



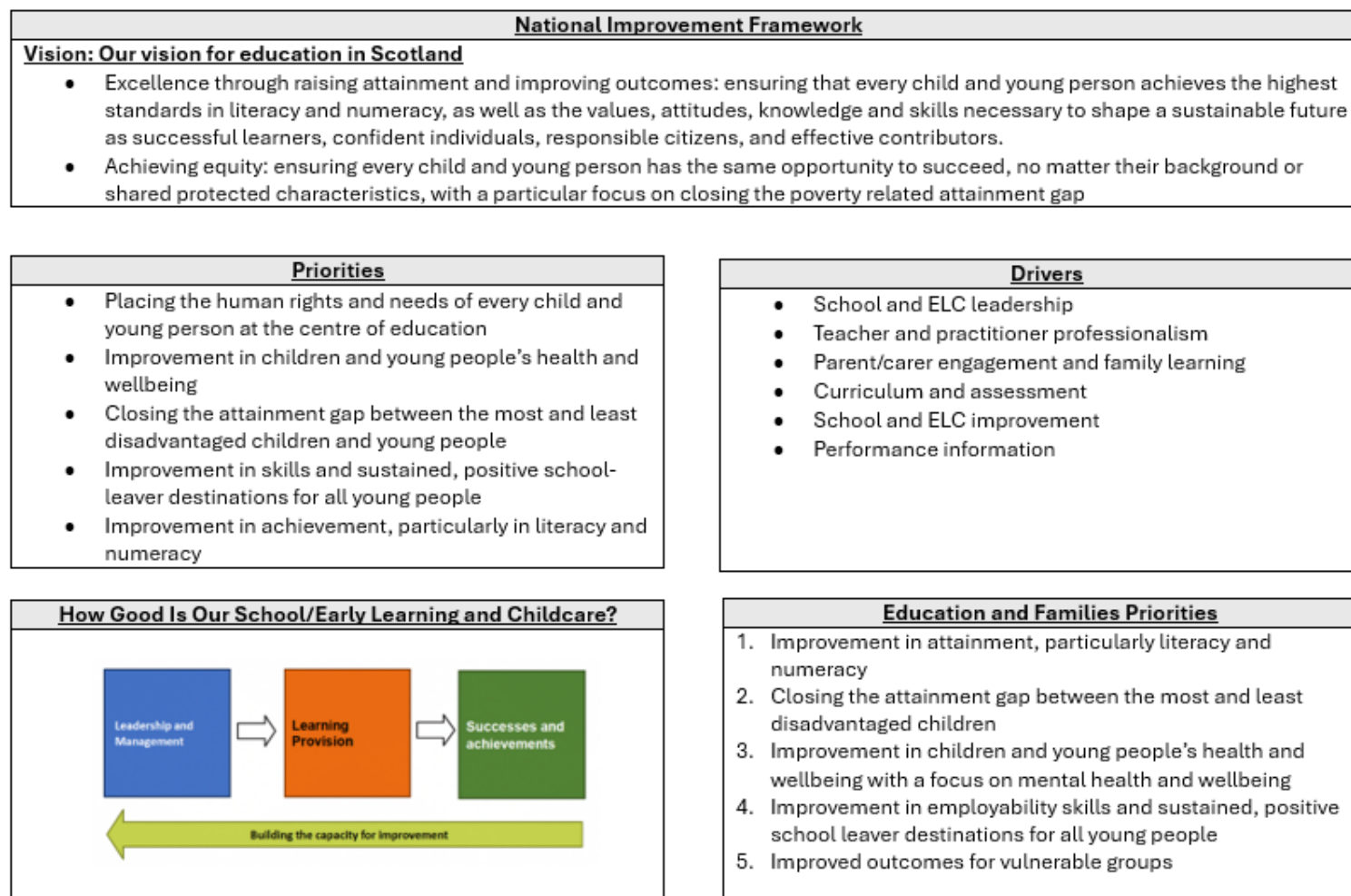
Local Policy Drivers

- [North Lanarkshire CP Business Plan](#)
- [Children's Services Plan 2021-2023 \(northlanarkshire.gov.uk\)](#)
- [The current North Lanarkshire context](#)
- [Delivering the Programme of Work to 2028](#)
- [Towards a Fairer North Lanarkshire Tackling Poverty Strategy](#)



NLC Planning Context

Priorities identified within the Service Improvement Plan are linked to the following drivers.



The priorities within the Service plan align with the following 4 workstreams:

Improving leadership

Improving standards
across our schools and
centres

Improving wellbeing and
ensuring children and
young people thrive

Supporting families
through effective
partnership working

Improving leadership	Improving standards across our schools and centres	Improving wellbeing and ensuring children and young people thrive	Supporting families through effective partnership working
<p>Building staff capacity</p> <p>Empowering local decision making</p> <p>Deploying resources to those in most need</p> <p>Developing systems that support effective data driven improvement</p>	<p>Raising attainment and closing the gap</p> <p>Improving learning and teaching</p> <p>Improving curricular progression</p> <p>Improving routes to achievement and employability</p> <p>Improving outcomes from inspection</p>	<p>Improved engagement of most vulnerable groups</p> <p>Improved balance of care</p> <p>Reducing the impact of trauma</p> <p>Improving the impact of GIRFEC</p> <p>Improving attending</p> <p>Reducing exclusion</p>	<p>Strengthening whole family support, incl. kinship carers and adopters</p> <p>Protecting children (Signs of safety and contextual safeguarding)</p> <p>Tackling poverty and access to economic opportunities</p> <p>Improving support to care experienced young people</p>

The Education and Families Plan contains key priorities from several underpinning plans and programmes of work including The Plan for North Lanarkshire. It incorporates the service's priorities from the core Scottish Attainment Challenge plan and Raising Attainment Strategy. This demonstrates NLC's commitment to simplifying planning processes and aligning resources and efforts to reach overarching goals.

As part of our local and national reporting processes, the Service reports on several key performance indicators, including stretch aims. Appendix 1 highlights our agreed Service key performance main measures and provides baseline data, where applicable.

Developing Leadership Capacity and Empowering Our Staff			
Aim: Establishment of a more empowered and collaborative system that will maximise use of available resources to raise attainment, improve outcomes and close the poverty related attainment gap.			
Rationale: In line with National Guidance, NLC is committed to creating an empowered, connected, self-improving education system to achieve excellence and equity for all children and young people, as set out in the National Improvement Framework (NIF). The Central team provide strategic leadership and direction to support NLC's leaders to effectively raise attainment, close the poverty related attainment gap and improve outcomes for children and families.			
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education. Improvement in skills and sustained, positive school-leaver destinations for all young people. Closing the attainment gap between the most and least disadvantaged children and young people.			
NIF Driver(s): School and ELC Leadership, Teacher and Practitioner Professionalism			
<u>Aim</u>	<u>Expected Outcomes (What we will measure and report on)</u>	<u>Summary of Key Actions Session 2024-25</u>	<u>How will we measure our success</u>
Improve outcomes for children and families by building staff capacity and leadership skills.	<p>Effective use of rigorous self-evaluation processes, at all levels, in order to raise standards, across establishments.</p> <p>Increased ability to plan strategically ensuring outcomes and measures facilitate effective tracking of progress. (Baseline Majority 50-75%)</p> <p>Improved leadership capacity, across all establishments.</p>	<ul style="list-style-type: none"> Continued implementation of NLC's quality assurance framework. Provision of high-quality professional learning opportunities to build staff capacity, at all levels. Phase 2 of strategic roll out of SECI training focusing on Middle Leaders and Central Officers. Year 2: Implementation of Primary and Secondary Inspection Support package. Development of Inspection support Package for EY and ASN establishments. Establishment of an NLC Associate Assessors Network to build capacity across NLC and provide targeted support to identified establishments. Year 2 Implementation of VSE Programmes. Refresh secondary attainment review processes to support continuous improvement. Continued use of 2023-2026 stretch aims, with 3-year trajectory, to support planning for excellence and equity, at cluster and school level. Universal, additional, and intensive support from Attainment Advisor and SAC team. Development of a Targeted Improvement Group (Pedagogy Team) to strategically deploy central staff to raise attainment and improve outcomes. 	<ul style="list-style-type: none"> % of Positive HMIE results (QI 1.3) % of parents that agree/strongly agree that overall they are satisfied with the school. (HMIE questionnaires.) Qualitative feedback from VSE and Care Inspectorate Qualitative and quantitative feedback from leadership programmes HT Mentor Returns Qualitative data from Empowering Clusters Meeting. Most (75-90%) AIPs/PEF plans contain SMART Targets – Oct. 24. Qualitative and quantitative feedback from HMIE target group (2009 - 10 Primary Schools, 1 Secondary 2010 and 1 ASN). HMIE outcomes – Good or above analysis Uptake within West Partnership – Improving Our.... Programme.

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Improve outcomes for learners through effective collaboration, CLPL and strategic use of resources.	Increased use of research-based approaches to structure enquiry projects to refine and improve pedagogical approaches, within NLC.	<ul style="list-style-type: none"> • Work with colleagues from the Robert Owen Centre and Psychological Services to develop test of change initiatives re. strategies that can be used to support young children to develop their Expressive Language skills. (Early Identification and Intervention.) • Pilot dyscalculia guidelines • Collaborate with West Partnership links on identified shared priorities e.g., learning, teaching and assessment, tracking and monitoring. • Collaborate with colleagues in Psychological Services to ensure new approaches and tests of change are underpinned by appropriate methodologies: Expressive Language, Writing and secondary raising attainment pilot. • Liaise with colleagues from psychological services and National bodies with a focus on improving children's expressive language, literacy and numeracy. • Promote and engage with West partnership leadership opportunities i.e. Thinking About Headship • Support central level collection, analysis and presentation of data to inform service improvement planning processes (RDOs) 	<ul style="list-style-type: none"> • Identification of strategies to accelerate expressive language progress for young children. (Year 1: Baseline collection of data) • Guidelines developed that will support early identification and support - Dyscalculia (Baseline) • Better alignment and coordination of West Partnership engagement to support impact. (Target 12 PS and 10 HS identified as top engagers to track impact). • Data re effective deployment of Attainment Advisor to support middle leaders

Curriculum and Pedagogy			
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<p>Ensure all learners benefit from a curriculum that reflects the design principles of CFE and meets all learners' needs.</p> <p>Learners will benefit from consistently high-quality learning experiences, delivered by a highly skilled workforce.</p>	<p>Improved staff capacity; knowledge and skills, through effective collaboration and partnership working to ensure best pedagogical practices.</p> <p>Access to a relevant curriculum and learning pathways that meet learners' needs and maximise opportunities for attainment and achievement.</p> <p>Increased attainment in literacy and numeracy through implementation and design of relevant curriculum progression pathways and pedagogical approaches (yr3).</p>	<ul style="list-style-type: none"> Strategic deployment of Curriculum Managers to lead identified improvement activity including creation of a skills framework, innovative timetabling and option choices – Senior Phase, continued promotion of Future Fridays including maximisation of opportunities for achievement. Capture feedback from pupils and parents through Pupil Curriculum Conference to inform the vision for NLC's Curriculum. Celebrating Success and sharing good practice event incorporated into Learning, Teaching and Assessment (LTA) conference to align and exemplify interconnected development work that supports system level improvements. Increased use of National Network groups including West Partnership and Education Scotland's Curriculum Innovation team to capture and accelerate best practice. Monitor the impact of literacy and numeracy progression pathways to progression, within and across CfE Levels. Steering group established to create a CfE 4th level pathway. Creation of further progression pathways to support consistency across NL. (Expressive Arts) Work with Psychological Service to develop support, advice and guidance re. literacy and numeracy programmes and interventions. 	<ul style="list-style-type: none"> Qualitative and quantitative data to evidence the number of establishments engaging with the Curriculum Toolkit. (Baseline: 77% of Primary Establishments have already engaged and 87% of secondary establishments.) Evaluation of Pilot BGE & Senior Phase models Presentation data evidencing widening the range of SCQF courses available to learners. SEF Stretch aims: Increased number of young people achieving- 1+ SCQF Level 5: Overall - 88.50%, Q1 - 81.50%, Q5 - 97.20%. 1+ SCQF Level 6: Overall - 66.0%, Q1- 52.6%, 83.10%. Qualitative and quantitative data re. the impact of Future Fridays. Pre and Post engagement data for pedagogy team.

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	Further development of progressive learning pathways to support consistency and quality across the service.	<ul style="list-style-type: none"> Co-delivery of training and programme development: Literacy (Psychological Services) Increased integration of digital pedagogy practitioners into wider pedagogy team to build staff capacity and improve outcomes for learners. 	
Improvement in attainment and achievement through refreshed curriculum pathways at the senior phase , enhancing opportunities for completion of a range of award bearing courses.	<p>Implementation and advancement of NLCs Pathways programme and success in supporting our young people to achieve sustained positive destinations.</p> <p>Success of our Developing the Young Workforce (Pathways, Packages and Partnerships) approach in improving outcomes for learners.</p> <p>Universal provision of a progressive pathway that</p>	<ul style="list-style-type: none"> Implementation of progressive pathway (3-18) Embedding skills framework across early years, primary, secondary and ASN schools in line with Career Education Standard Broaden Foundation Apprenticeship (FAs) Frameworks in line with local drivers. Increase the number of HNC programmes delivered in schools. Increase uptake of Foundation Apprenticeships. Increase overall participation in Future Friday programme. Continue to develop partnership work with the supported employment team to support senior phase pupils with ASN. Core primary engineering and fundamental outdoor skills will be offered across the primary estate. Further develop employer partnerships to support vocational learning. Continue to work towards targets set in DYW delivery plan. 	<ul style="list-style-type: none"> Qualitative and quantitative data re. FAs, HNCs, etc. Future Friday quantitative data – overall and Q1 Data evidencing increased partnership programmes School Initial Leaver Destination Data SEF Stretch Aim: <ul style="list-style-type: none"> -Annual Participation Measure -Improvement in Initial Leaver destinations Participation Measure: Overall 93.60%, Q1- 89.0%, Q5- 96.80%. Target of 3200 accreditations supported through Future Fridays from a baseline of 2879 (2023-2024).

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	<p>supports all children and young people to develop an understanding of enterprise, entrepreneurship, and self-employment as a career opportunity.</p> <p>Enhanced levels of employer engagement through formalised partnerships.</p> <p>Increased enterprise activities across all establishments. 3-18 skills framework shared with early years, primary, secondary and ASN establishment.</p>	<ul style="list-style-type: none"> • Implementation of Secondary Improvement Cycle with a clear focus on supporting secondary schools to maximise opportunities in the senior phase for ungraded attainment e.g Foundation Apprenticeships, HNC, qualifications levels 4-7 and wider achievement tracking and monitoring. • Focus on in-house delivery of Foundation Apprenticeships in key growth sectors. • Introduce Curriculum Pathways Project team to analyse curriculum in NLC, research curriculum models and strategies to define the vision for NLC, with an emphasis on interpreting the evolving National guidance. • Steering group established to develop pilot BGE timetabling models for BGE/Senior Phase evaluation. • Pilot timetable model for S4, S5, S6 (combined) in smaller secondary schools to create more efficiency and to widen the offer at senior phase. • Develop catalogue of wider achievement accreditation for BGE/Senior Phase. • Accreditation Pathway 3-18. • Increased accreditation opportunities through Future Fridays. 	
Developing best pedagogical practice within all	Capacity to improve the quality of children and young peoples' learning	<ul style="list-style-type: none"> • Re-launch Learning, Teaching and Assessment (Assessment and Moderation) to strengthen rigour and consistency across NLC. 	<ul style="list-style-type: none"> • Qualitative and quantitative data re. CLPL opportunities (attendance/opportunities)

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establishments across North Lanarkshire	experiences through authority led Learning, Teaching and Assessment (Moderation) improvement activity.	<ul style="list-style-type: none"> Implement processes to increase moderation across cluster, secondary departments and ASN network. Finalisation and launch of NL – LTA (Moderation) policy Work with West Partnership to lead Improving Our Classrooms (IOC) and Improving our Departments (IOD) Continue to implement a robust programme of training for LTA leaders, QAMSO and HTs etc. to disseminate key messages across all establishments and improve understanding of effective moderation processes and core principles of LTA. Organise sharing practice sessions based on LTA policy and core principles for senior leaders. 	<ul style="list-style-type: none"> Parent Satisfaction - % of parents that agree that they receive helpful, regular feedback about how their child is learning and developing. Improvement in accuracy of teacher professional judgement (TPJ) and attainment HMIe inspection results – QI 2.3 Improvement in ACEL data Stakeholder feedback re new LTA policy Almost all establishments will have an identified LTA coordinator who attends training Improvement in accuracy of teacher professional judgement (TPJ) and attainment as evidenced in Core and Core plus stretch aims.
	Improve the quality of children and young people's learning experiences through development of authority level progressive planners and Interdisciplinary Learning approaches,	<ul style="list-style-type: none"> Develop and launch Expressive Arts Progressive Pathways and engage in a consultation process, including creating CLPL training opportunities for staff. Develop and launch HWB Progressive Pathways and engage in a consultation process, including creating CLPL training opportunities for staff. 	<ul style="list-style-type: none"> HMIe inspection results – QI 2.3 HMIe inspection results – QI 3.2 HMIe inspection results – QI 3.1 Improvement in ACEL data Parent Satisfaction - % of parents that agree that the school supports their child's emotional wellbeing

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	<p>focusing on skills development and application of knowledge and skills.</p> <p>Effective deployment of central teams to build capacity and improve outcomes for learners.</p>	<ul style="list-style-type: none"> Implement the trial of the new Non-Fiction Literacy and Science resource to raise attainment in First and Second Level Reading Work with colleagues from Psychological Services to develop a trial of the Non-Fiction Literacy and Science resources. Further develop progressive pathways for Technologies to include Food and Textiles, Craft, Design Engineering and Graphics, and Technological Developments in Society. Expand the Young STEM Leaders programme, working with partners to develop leadership skills in S5 and S6 pupils. Deploy the targeted improvement team to build staff capacity and improve outcomes for learners. 	<ul style="list-style-type: none"> Improvement in attainment in reading at P4 and P7 Qualitative and quantitative data re. impact of support teams including TIG, CRT etc. Data and findings of Non-Fiction Literacy trial Improvement in % of young people pursuing careers in STEM subjects. Qualitative and quantitative data re confidence levels of S5 & S6 pupils leading workshops.
	<p>Gaelic Approaches taken to ensure that Gaelic continues to be a vibrant modern language which enables our young people to develop wider routes to learning life and work.</p>	<ul style="list-style-type: none"> Consultation Group will meet termly with key officers to consult and report on the plan. Continue to work with Comann nan Pàrant, to increase Gaelic opportunities for children, young people and their families. Continue to increase opportunities for children and families to engage with Gaelic music and culture through the range of activities. Work with colleagues in EY to promote GME as an option to parents. Implement progressive curriculum pathways to increase uptake of Gaelic as L2 and L3 and review uptake. 	<ul style="list-style-type: none"> Increase the number of primary schools in North Lanarkshire that deliver Gaelic as an L3 Increased uptake of Gaelic education Increase in the number of schools delivering Gaelic as an L3

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	Strategic development work, aligned to key actions outlined within the GLP: <ul style="list-style-type: none"> Increasing the use of Gaelic Increasing the learning of Gaelic Promoting the positive image of the language. 	<ul style="list-style-type: none"> Continue to link with colleagues in CL&D to strengthen opportunities for children and families. Further consultation around GME provision to explore opportunities for learners to engage in GME within and out-with mainstream. 	
	Improved staff capacity to deliver high quality play learning experiences through effective development of an NLC Play Strategy. Increased opportunities for children and young people to learn through high quality play experiences.	<ul style="list-style-type: none"> Audit existing approaches to play based learning to inform planning. Collaborate with relevant partners to create an authority wide Play strategy. Create research project brief to measure impact of play in targeted group of P1 classes. Develop suite of CLPL to promote consistent messages and approaches to play, initially targeted at end of early level. 	<ul style="list-style-type: none"> Qualitative and quantitative data showing the impact of new approaches on children's engagement, learning and motivation (Pilot) Analysis of stakeholder feedback re. Play Strategy P1 ACEL data/NSA data

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	<p>Continued transformation of the digital infrastructure and connectivity across the school estate including project management of devices and immersive classrooms, is leading to improved experiences for learners.</p> <p>Increased staff capacity to use digital devices and pedagogical approaches to improve experiences and outcomes for learners.</p> <p>Programmes and processes are improving our use of devices and technologies to ensure equity and excellence and improve outcomes for children and young people.</p>	<ul style="list-style-type: none"> Continue to use procurement framework to manage device deployment and refresh programme. Monitor the impact of digital progression pathways to progression, within and across CfE Levels. Developing and implementing innovative approaches to data-driven decision-making for school leaders and HQ staff. Establishment of consistent tracking and monitoring approaches across all schools and sectors. Ongoing resource creation and exemplification on the NL Virtual Classroom. Aligning with the One Service approach to Digital 1st operations Ensuring the review of digital contracts and efficiencies within the Education and Families Service 	<ul style="list-style-type: none"> Qualitative and Quantitative data re. CLPL opportunities (attendance/opportunities) Increased Digital Schools Award Scotland (DSAS) awards form 58 to 90. Digital device inventory CLPL data (qualitative and quantitative) SCQF levels 3-7 Digital Award data Increased uptake of Digital consortium data Monitoring of Virtual Classroom data

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Improving outcomes for learners through effective parental engagement .	<p>Awareness and Impact of NLC's Parental Engagement Strategy.</p> <p>Procedures in place to collaborate with, and empower, parent/carers to support and engage with their child's learning journey.</p>	<ul style="list-style-type: none"> • ESOs to lead literacy and numeracy sessions for parents/carers to raise awareness of current strategies and approaches • Continue to liaise with colleagues from psychological services to support parents and practitioners with key areas identified through collaborative self-evaluation such as such as sleep workshops, neurodiversity. 	<ul style="list-style-type: none"> • Quantitative and qualitative feedback from Parental Engagement sessions. • Information re. referrals and supports provided to ASN children and families.
Embed financial education within NLC's core curriculum to support NLC's wider Tackling Poverty Strategy .	<p>All learners will have an improved understanding of financial education.</p> <p>Impact of increased support from the Tackling poverty officer to provide financial support and guidance across our ASN estate.</p>	<ul style="list-style-type: none"> • Collaborate and work in partnership with the Tackling Poverty Team to track and monitor the impact of bespoke support for learners and their families. Develop Financial Education CLPL for probationers and numeracy coaches. • Develop bespoke cluster Financial Education CLPL • Pilot participatory budgeting within 10 establishments to mitigate against the Cost of the School Day. 	<ul style="list-style-type: none"> • Qualitative and Quantitative data re. CLPL opportunities (attendance/opportunities) • HMIE inspection results – QI 2.3 • Qualitative and quantitative data from participatory budgeting pilot.

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Early Years: Improve outcomes for learners through the provision of high-quality early years educational provision.	Impact of implementation of the Early Learning and Childcare Service's Quality Improvement Framework to provide assurance and support continuous improvement across the Service. Provision of high-quality professional learning opportunities that builds staff capacity, at all levels. Deployment of EY workforce. Impact of 1140 hours on improving outcomes for children and families.	<ul style="list-style-type: none"> Continued implementation ELC training calendar with a focus on an effective induction programme for new practitioners at all levels. Continuation of the Early Learning and Childcare Leadership programme focussing on leadership at all levels. Strategic deployment of staff to build capacity and to support excellence and equity. Continued implementation of Learning, Teaching and Assessment, play based moderation cycle at the early level. Introduction of 'Quality Office Network Meeting' with Heads of Centre to support leadership for improvement. Continuation of Family Engagement Service with clear impact on outcomes for children and families. Continue to offer Solihull Programme to support a trauma informed, relational approach across the service. Collaborate with psychological services to build practitioners capacity to assess children's development to support practitioners understanding of children's needs (planning) Work with colleagues from psychological service to continue to implement VERP. 	<ul style="list-style-type: none"> Qualitative and Quantitative data re. CLPL opportunities Database to track and monitor all ELC setting grades in line with the National Standard Attendance at leadership programme, including completion of Inquiry Project by all participants Data re. Impact of Family Engagement services (uptake and impact). Solihull – attendance data, large scale evaluation, self-evaluation toolkit.

Attainment, Achievement and Improvement			
Aim: To develop robust processes and strategies to raise attainment and achievement and to secure continuous improvement for learners.			
Rationale: We are developing clear processes, at local authority and establishment level that enable us to define and measure success in attainment, across all areas of the curriculum. We are supporting school leaders to provide a range of experiences that enable learners to develop their skills and attributes and to celebrate achievements. Ensuring continuous improvement or sustained high standards over time is a key feature.			
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school-leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy			
NIF Driver(s): Curriculum and Assessment. School and ELC Improvement. Performance Information			
Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2024-25	How will we measure our success
To improve outcomes for learners by providing high quality support and governance that supports them to maximise use of PEF funds to raise attainment and to Close the Poverty Related Attainment Gap (CPRAG) .	Effective analysis and use of data to support excellence and equity at local authority and establishment level, ensuring continuous improvements. (Tracking and Monitoring)	<ul style="list-style-type: none"> Review Seemis Tracking and Monitoring procedures to ensure a consistent approach across all establishments. Refresh current educational dashboard, linking with West Partnership. Create a new performance management tool that will support establishments to track learners' progress and plan for continuous improvements. Implementation and use of cluster dashboard and attendance MAP reports. Implement new secondary attainment review process Refine use of LA/National Data sets to support evidence-based improvement activity, at LA and School Level Strategic training to upskill leaders in use of SEEMIS BI Develop an NLC approach to strengthen supported study at the senior phase. Deploy FESAs strategically to support improved attendance and outcomes for children and families. 	<ul style="list-style-type: none"> Feedback on the impact of the performance management toolkit. % of Positive HMIE results % of parents that agree/strongly agree that overall they are satisfied with the school. (HMIE questionnaires.) Qualitative feedback from VSE and HMIE re tracking processes (QI 3.2) Attendance and exclusion figures Attendance stretch aim data Qualitative feedback that AIPs included measurable improvement priorities Data re. impact of FESA in improving attendance

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NIF Driver(s): Curriculum and Assessment. School and ELC Improvement. Performance Information			
Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2024-25	How will we measure our success
	Increased attainment and progress towards North Lanarkshire's core and core plus stretch aims.	<ul style="list-style-type: none"> Effective analysis of data to identify the poverty related attainment gap and to track progress made to reduce this gap. Agreed criteria used to deploy the targeted improvement team to support the equity and excellence agenda. Deploy cluster resource staff effectively to raise attainment and improve outcomes. Develop a system to strategically deploy staff, track impact and report on progress. 	<ul style="list-style-type: none"> ACEL Literacy P1, P4 and P7 Combined: Overall (24-25)-76.50%, Q1 – 68.90%, Q5 – 86.60%. ACEL Numeracy P1, P4 and P7 Combined: Overall -82.00%, Q1 – 76.50%, Q5 - 91.10%. 1 or more at SCQF Level 5: Overall – 89.46%, Q1 – 80.98%, Q5 - 97.10%. 1 or more at SCQF Level 6, Overall – 67.62%, Q1- 52.13%, 85.41% Participation Measure: Overall 94.60%, Q1- 92.00%, Q5- 98.00%. HWB Measure: Primary Attendance: Overall 92.40%, Q1 89.6%, Q5- 94.90%. HWB Measure Secondary attendance: Overall 87.40%, Q1- 84.40%, Q5 – 91.30%.
	Improved ability to evaluate and evidence the impact of Pupil Equity Funding, at local authority and establishment level.	<ul style="list-style-type: none"> Develop self-evaluation resources for schools to use to refresh their approaches in using Pupil Equity Funding. Develop suite of support sessions for school staff to reflect on the rationale, planning and implementation for Pupil Equity Funding. Additional support offered to schools across all sectors, in developing their rationale based on a robust contextualised analysis. Continue to strengthen approaches to quality assurance, governance and management of Pupil Equity Funding. 	<ul style="list-style-type: none"> % of HTs attending training and % of evaluative data leading to impact. Analysis of ACEL data Q1 vs Q5. Most schools developing a clearer rationale using a range of data to inform change. Positive feedback from HMIE reports.

Attainment, Achievement and Improvement			
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NIF Driver(s): Curriculum and Assessment. School and ELC Improvement. Performance Information			
Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2024-25	How will we measure our success
		<ul style="list-style-type: none"> Roll out of PEF PT/DHT network sessions to identify good practice and encourage greater collaboration and sustainability of initiatives. 	
To use the Strategic Equity Fund to raise attainment and improve outcomes for learners' impacted upon by poverty.	<p>Refreshed Strategic Equity Fund Plan is impacting positively by providing targeted support to establishments to help them to close the poverty related attainment gap and improving outcomes for learners.</p> <p>Development of partnerships and synergies between various funding streams is enhancing support for vulnerable children and families and closing the poverty related attainment gap.</p> <p>Strategic deployment of targeted support and interventions is impacting positively and supporting equity in education.</p>	<ul style="list-style-type: none"> Relaunch SAC/PEF framework (V3) following midterm review. Establish clear procedures for identifying, monitoring, and reporting on Local Authority core and core plus stretch aims. Deploy CRTs across the cluster to provide support for identified individuals. Support schools/clusters with self-evaluation including stakeholder consultation using approaches such as participatory budgeting. Deploy Curriculum Managers to strengthen improvement work with a specific focus on learners from the lowest deciles (Q1). Deploy FESAs strategically to improve attendance for identified learners. Collaborate and work with colleagues across Services to implement NL's Tackling Poverty Strategy. Support establishments to review their poverty proofing policies. 	<ul style="list-style-type: none"> Stakeholder feedback re. SAC/PEF Framework Progress towards core and core plus stretch aims Club 365 Attendance and participation data and feedback Cluster data evidencing impact of CATs Progress updates TPAG Qualitative and quantitative data re. number of establishment with updated poverty proofing policy and evidence of impact for families.
To improve outcomes for learners through the development of a skills framework .	New NLC skills framework that supports a range of skills and attributes	<ul style="list-style-type: none"> Develop a skills framework (3-18) to support practitioner knowledge and understanding of skills progression across CfE levels and ensure consistency of learner experiences within establishments across North Lanarkshire. 	<ul style="list-style-type: none"> Number of establishments using frameworks within planning of CfE Recording of achievements/accreditations on Seemis

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NIF Driver(s): Curriculum and Assessment. School and ELC Improvement. Performance Information			
Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2024-25	How will we measure our success
	Increased opportunities for personal achievement and accreditations that will lead to success now and in the future.	<ul style="list-style-type: none"> Monitor learners' progress and opportunities for personal achievements including accreditation from early level to senior phase. 	<ul style="list-style-type: none"> Evidence of links with DYW and Pathways team as part of corporate Brighter Futures POW.
To improve outcomes for learners by supporting establishments in curriculum making processes to raise attainment .	<p>Strengthening approaches in schools towards curriculum design</p> <p>Improving curriculum development through collaborative enquiry approaches</p>	<ul style="list-style-type: none"> Support establishments in developing their curriculum to improve learner agency and outcomes. Develop approaches to engage in enquiry research for establishments to improve curriculum and raise attainment for learners. 	<ul style="list-style-type: none"> Number of establishments supported Evaluations Establishment data pre/post- attendance, engagement, attainment New enquiry programme for curriculum development
To improve outcomes for learners through an expressive language project .	<p>Improve language and communication skills of targeted groups of early years children.</p> <p>Develop training offer to support the development of language and communication in the early years setting.</p>	<ul style="list-style-type: none"> Undertake a pilot research project in four early years establishments to improve expressive and receptive language skills. Provide training in Video Enhanced Reflective Practice (VERP) and Three Read approach to Early Learning Practitioners from identified establishments to build capacity and improve outcomes for children. 	<ul style="list-style-type: none"> Pre/post data (Renfrewshire Action picture test) Number of practitioners trained/evaluations

HEALTH AND WELLBEING

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NIF Priority: Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing.

NIF Driver(s): School and ELC Improvement. Performance Information. Teacher and Practitioner Professionalism.

Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success?
<p>Empowering Clusters: To build effective processes and strong networks of practice that put children and families at the centre, ensuring equity and excellence.</p>	<p>Further enhanced partnership working across the empowering cluster model, which improves outcomes for children and young people.</p> <p>Data informed deployment of cluster-based resources to improve outcomes for children and young people.</p> <p>Impact of cluster quality improvement framework in ensuring consistency and quality across the clusters.</p> <p>All clusters to use the new Attendance Matters operating policy, with SMART attendance targets set to improve attendance rates.</p> <p>Refreshed cluster improvement and integration leads (CIIL) remits to strengthen the universal offer, through increased provision of provision of</p>	<ul style="list-style-type: none"> Continue to link with establishments and the inclusion team to support North Lanarkshire's approach to GIRFEC. Ensure children and families remain at the heart of planning processes and deployment of cluster-based staff (CSTs and CRTS) to support children and families. Deploy Family Engagement Support Assistants (FESAs) strategically to improve attendance for identified learners. Track interventions and measures of improvement. Embed the approaches and guidance within the Attendance Matters Operating Policy and further develop reporting to SMT. Further develop the use of Wellbeing Bases and locality partnerships to meet the needs of children and young people. Update Page Tiger resource to ensure all practitioners have access to the most up to date guidance and supports. Develop strategic roles of the CIILs to strengthen the inclusive partnerships of the empowering cluster model. 	<ul style="list-style-type: none"> Monitoring and tracking of cluster resource interventions. Attendance tracking across all sectors, clusters and establishments Utilisation of the cluster resources to support integrated practice Evaluation of the current CLPL offering to all practitioners within wellbeing and measured impact in practice Data on wellbeing base use and integrated service offers from the spaces.

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	strategic leadership at cluster and authority level.	<ul style="list-style-type: none"> • Phased implementation of cluster-based staffing formula. • Continued implementation of the We Aspire model. • Continued development and tracking of EAL/resettlement support 	
To improve outcomes for learners through robust GIRFEC planning processes, collaboration and partnership working .	<p>Development of a HWB Strategy for Children and Families to align approaches and resources to improve outcomes for children and families.</p> <p>Improve processes for planning and tracking the impact of partnership working to maximise impact for children and families.</p>	<ul style="list-style-type: none"> • Support development of approaches based on Nurture, Resilience and Trauma Informed practice in schools. • Support development of approaches based on Nurture, Resilience and Trauma Informed practice in social work teams. • Enhancement of health, mental health, and wellbeing supports for identified learners. • Continue to build effective partnerships to improve outcomes for children and families. • Refreshed remits for Police Scotland – campus police officers to improve capacity to measure impact and inform wider locality supports and plans for young people. • Targeted use of Fire Reach Programme to support identified learners • Continue to collaborate with colleagues from psychological services to support service level policy 	<ul style="list-style-type: none"> • Qualitative and quantitative data re impact of the HWB strategy. • Qualitative and quantitative data re uptake and impact of CLPL • Evidence from CSP task groups will include representation of the views of children, young people, parents and families • Evidence from assessment tools such WITT, Outcome Star etc • Refreshed Police and Fire Reach remits and qualitative feedback re. impact. • Monitoring of empowering cluster model, GIRFEC pathway and whether planning for wellbeing is universal, additional or intensive level. • Evidence from the framework developed to measure the impact of trauma informed approaches.

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Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success?
		<p>develop work – co-developing key policies including critical incidents and suicide prevention.</p> <ul style="list-style-type: none"> Engage with colleagues from psychological services to provide direct support to establishments, building staff capacity around HWB offers including resilience toolkits, nurture, trauma informed practice, critical incidents and suicide prevention grief loss and change. 	
To improve outcomes (attainment and HWB) for Care Experienced Children and Young People.	Improved attendance levels, by June 2025.	<ul style="list-style-type: none"> Implementation of robust attendance tracking and monitoring systems that supports early identification and intervention. Strategic use of establishment and cluster resources to support improved attendance. Review and evaluate work of the FESAs in increasing attendance in line with the POW: Family Supports Continued use of Attendance MAP to identify trends and patterns and to support authority planning and resourcing decisions. 	<ul style="list-style-type: none"> HWB Measure: Primary Attendance: Overall 92.40%, Q1 89.6%, Q5- 94.90% HWB Measure Secondary attendance: Overall 87.40%, Q1- 84.40%, Q5 – 91.30%.
	Increased understanding of corporate parenting responsibilities evident through improved GIRFEC planning.	<ul style="list-style-type: none"> Keeping the Promise Award implemented across all clusters. 	<ul style="list-style-type: none"> All clusters (23) have engaged with the Keeping The Promise award. Almost all schools will achieve the award at We Promise level.

HEALTH AND WELLBEING

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Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success?
	<p>CECYP will have increased opportunities to achieve N3/4 level Level qualifications.</p> <p>Robust transition planning and maximisation of partnership links to improve outcomes and positive destinations for young people engaging with Virtual School.</p>	<ul style="list-style-type: none"> • Strategic use of additional staffing to support further attainment and achievement opportunities for care experienced children and young people. • Strategic use of Virtual School staff to coach, model and collaborate with mainstream staff to support planning processes for CECYP. • Bespoke CLPL to build staff capacity across schools and settings. • Sustain reduced levels of exclusion for care experienced learners through ongoing work with school and cluster staff. • Enhance links with DYW Taskforce and associated partners to improve post school leaver destinations for care experienced young people. • Secondary VS staff to collaborate with Senior phase curriculum lead to deliver an enhanced range of SQA qualifications at N3/4 level 	<ul style="list-style-type: none"> • All school-based staff will have an increased knowledge of their corporate parenting responsibilities • At least 60% of young people supported by Virtual Schools teachers for SQA awards will achieve a minimum of five national qualifications at level three or above and be accredited. • Level of exclusions of care experienced learners to remain static or reduce further. • At least 70% of senior level learners working with Virtual School will have secured a positive post school destination. No young people who have worked with Virtual School will be "unknown".
Improve wellbeing and ensure children and young people thrive particularly those	Increased engagement from most vulnerable groups is supporting improved planning processes.	<ul style="list-style-type: none"> • Enhancement of health, mental health, and wellbeing supports for identified learners. • Continue to build effective partnerships to improve locality supports for children and outcomes. 	<ul style="list-style-type: none"> • Cluster dashboard data re. allocation of supports and impact • GIRFEC CLPL attendance figures • Improving HMle/VSE Inspection results for QI 3.1

HEALTH AND WELLBEING

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Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success?
impacted upon by poverty.	<p>Improving mental health: Strategies to reduce the impact of trauma and improve children and young people's mental health are impacting positively.</p> <p>Improved balance of care is improving and supporting GIRFEC planning processes.</p> <p>Improving attendance rates and reducing exclusion rates is impact positively on outcomes for children and families.</p>	<ul style="list-style-type: none"> Continue to use school-based counselling to support children and young people's wellbeing. Support and increase awareness of the poverty referral pathways and actively encourage uptake. Work with relevant partners to adopt a "Cash First" stance in relation to tackling food and fuel poverty. Continue to use school-based counselling to support identified young people. Promote the Kooth App which provides information on mental health for children and young people. 	<ul style="list-style-type: none"> Qualitative and quantitative data re. impact of school-based counselling No. of Rights Respecting Schools being assessed at gold, silver and bronze. Number of benefit checks for families and CYP Numbers of volunteers; parents carers achieved employment Qualitative and quantitative data re. impact Kooth App
Supporting families through effective partnership working.	<p>Strengthening Whole Family Support, incl. kinship carers and adopters.</p> <p>Increased understanding and use of strategies/approaches to protect children and young people. (Signs of Safety and Contextual Safeguarding)</p>	<ul style="list-style-type: none"> Embed a rights-based approach across all services and make children's rights visible in policy, culture and practice. Increase family involvement the design, delivery and evaluation of support, by listening to the experience of families, involving families as key contributors. 	<ul style="list-style-type: none"> Almost all stakeholders (including, staff, partners, and the public) are aware of these rights and understands what they are, as expressed in the United Nations Convention of the Rights of the Child. Increasing numbers of CRWIA are undertaken and published. Increase in whole family support provision available across North Lanarkshire

HEALTH AND WELLBEING

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Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success?
	<p>Improved partnership working to tackle poverty and increase access to economic opportunities.</p> <p>Improving support to care experienced young people.</p>		<ul style="list-style-type: none"> Feedback form staff indicates that they have an increased understanding of what is important to children, young people and families.
<p>Inclusion</p> <p>To continue to review processes, practice and infrastructure to ensure effective use of available resources to support and improve outcomes for learners</p>	<p>Continue to develop Quality Improvement processes within ASN sector, with a specific focus on effective use of data to support continuous improvements.</p> <p>Develop an efficient cluster-based resource allocation process which maximises use of local knowledge to deploy resources effectively to meet learners needs.</p> <p>Continue to reconfigure Intensive ASN service to maximise resource and better meet the needs of children and families.</p>	<ul style="list-style-type: none"> Evaluate the impact of professional learning and current staffing resources to ensure that these are having the expected impact. Continue to strengthen inclusive approaches within mainstream settings to enable and empower staff to develop appropriate curriculum pathways, within and out with the traditional learning environment. Review the current NBPR process. Review HI and VI service provision and identify action points to be included in the program of works. Review and evaluate the implementation of NL Transition Policy. Reflect on the collaborative improvement process (CIR) to plan next steps identified. 	<ul style="list-style-type: none"> Data evidencing increased access to bespoke HWB supports for learners (quantitative and qualitative data) Inclusion Dashboard data to evidence impact of support. NBPR data evidencing application and placement data. Stakeholder feedback re. policy updates. Feedback for Cluster Improvement Report Evaluation of ASN Outreach teachers supporting mainstream settings.

HEALTH AND WELLBEING

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Aim	Expected Outcomes (What we will measure and report on)	Summary of Key Actions Session 2023-24	How will we measure our success?
	Review policies, processes & guidance to ensure compliance with legislative changes and to ensure best practice.	<ul style="list-style-type: none"> Review HI and VI service provision and identify action points to be included in the program of works. 	

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 0.5pp above or below.

Key Performance Measure	June 2022	June 2023	June 2024	June 2025
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	72.23%	75.47%	75.05%	
% of Q1 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	63.93%	67.52%	67.73%	
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	82.94%	86.06%	82.77%	
Q1 – Q5 Gap (P1, P4 and P7 combined) achieving expected levels or better in literacy)	19.01pp	18.54pp	15.04pp	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	79.38%	81.31%	81.18%	
% of Q1 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	72.60%	74.80%	74.56%	
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	89.15%	90.90%	88.37%	
Q1 – Q5 Gap ((P1, P4 and P7 combined) achieving expected levels or better in numeracy	16.55pp	16.10pp	13.81pp	
% 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%	
% 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%	
% 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%	
Q1 – Q5 Gap (S3 3 rd level or above literacy)	13.9pp	9.0pp	14.10pp	
% of S3 pupils achieving third level or better in numeracy (Core Plus)	85.34%	85.11%	87.66%	
% of S3 Q1 pupils achieving third level or better in numeracy (Core Plus)	76.20%	78.13%	79.86%	
% of S3 Q5 pupils achieving third level or better in numeracy (Core Plus)	95.96%	93.87%	96.85%	
Q1 – Q5 Gap (S3 3 rd level or above numeracy)	19.76pp	15.74pp	16.99pp	
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)	June 2024 (22/23 insight)	
% of leavers achieving 1 or more awards at SCQF Level 5 or better (All SCQF)	88.55%	87.46%	85.82	
% of Q1 leavers achieving 1 or more awards at SCQF Level 5 or better	81.73%	78.48%	77.09	
% of Q5 leavers achieving 1 or more awards at SCQF Level 5 or better	97.96%	96.60%	95.59%	
Q1 – Q5 gap SCQF 5	16.23pp	17.52pp	18.5pp	
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.49%	64.62%	61.89%	
% of Q1 leavers achieving 1 or more awards at SCQF Level 6 or better	54.82%	49.13%	48.93%	
% of Q5 leavers achieving 1 or more awards at SCQF Level 6 or better	83.67%	81.41%	82.89%	
Q1 – Q5 gap SCQF 5	28.85pp	32.28pp	33.96pp	

Key Performance Measure	June 2022	June 2023	June 2024	June 2025
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	
Overall	90.2%	91.0%	91.9%	
Quintile 1	85.1%	85.7%	87.2%	
Quintile 5	95.5%	96.0%	96.4%	
Q1 – Q5 gap (APM)	10.4pp	10.3pp	9.2pp	
Core Plus Stretch aims		June 2023	June 2024	
% Attendance Primary		91.16%	91.61%	
% attendance Q1 Primary		88.52%	89.15%	
% attendance Q5 Primary		94.50%	94.69%	
Q1 – Q5 Gap Primary		5.98pp	5.54pp	
% Attendance Secondary		85.54%	85.72%	
% Attendance Q1 Secondary		81.57%	81.21%	
% Attendance Q5 Secondary		90.41%	91.23%	
Q1- Q5 Gap Secondary		8.84pp	10.02pp	
% of leavers achieving S5 1+ Higher (A-C passes based on all candidates) (Excludes ASN schools)	57.5%	53.36%	53.2%	
% of Q1 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	40.6%	36.84%	37.7%	
% of Q5 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	74.8%	77.58%	72.6%	
Q1 – Q5 gap leavers achieving S5 1+ Higher (A-C passes based on all candidates)	34.2pp	40.74pp	34.9pp	
% of P4 learners achieving expected level for writing	70.90%	73.45%	73.89%	
% of Q1 P4 learners achieving expected level for writing	62.53%	66.35%	67.06%	
% of Q5 P4 learners achieving expected level for writing	81.21%	83.91%	84.40%	
Q1 – Q5 Gap for P4 learners achieving expected level for writing	18.68pp	17.56pp	17.34pp	
NLC Performance Management Target (Result collated from HMIE questionnaires distributed over 11 inspections published over session 2023-24.)				
Parent satisfaction - % parents agree or strongly agree that the school is well led and managed		88.8%	77%	
Parent Satisfaction - % of parents that agree that they receive helpful, regular feedback about how their child is learning and developing.		85.8%	72.2%	
Parent Satisfaction –% of parents that agree/strongly agree that overall they are satisfied with the school.		91.0%	78.8%	

Key Performance Measure	June 2022	June 2023	June 2024	June 2025
HMle Inspection Results, early years- % positive reports (Using previous measure– satisfactory or above)		100%	100%	
HMle Inspection Results, early years- % positive reports (Using new measure – good or above)		66.67%	50%	
HMle Inspection Results, schools - % positive reports (Using previous measure – Satisfactory or above)		100.0%	81.2%	
HMle Inspection Results, schools - % positive reports (Using new measure – good or above)		71.0%	45.45%	

*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 roll figures from Insight.