



Driving Equity and Excellence

Improvement Action Plan

Session 2018-19

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| School/Establishment: | Greenfaulds High School |
| Date Submitted: | |

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| Scottish Attainment Challenge School: | No |
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| Pupil Equity Fund Allocation: | £111,600 |
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Education, Youth & Communities Priorities

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Actions

- Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
- Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
- Raising attainment in Literacy and Numeracy
- Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

Priority 2: Closing the attainment gap between the most and least disadvantaged children

Improvement Actions

- Effective analysis of data to identify the poverty related attainment gap
- Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
- Effective use of the Pupil Equity Fund to support targeted young people
- Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

Priority 3: Improvement in children and young people's health and wellbeing

Improvement Actions

- Developing nurturing interventions and parental engagement to meet children and young people's individual needs
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Actions

- Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
- Develop an effective approach to careers education which supports children and young people into sustained positive destinations
- Improve the creativity and employability skills of our children and young people
- Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
 - School Leadership
 - Teacher Professionalism
 - Assessment of Children's Progress
 - Parental Engagement
 - School Improvement
 - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

School Vision and Values

At Greenfaulds High School we strive to provide a stimulating, safe and well-ordered environment where we offer a range of opportunities designed to help develop the pupils' potential in work and leisure to enable them to become successful learners, confident individuals, effective contributors and responsible citizens.

Audit and Consultation

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

Details of engagement with parents/carers

Partnership work with parents and carers is based on mutual trust and respect. Staff support parents/carers to actively engage in their children's learning, attainment and achievement utilising effective reporting processes and early intervention strategies when required. There is a comprehensive, well-planned programme of transition arrangements in place where parents and carers attend a range of information evenings at key stages to support their child make informed choices regarding the next phase of their learning. There is effective arrangements in place that actively involve parents/carers in the collaborative process of planning and designing transitions for those pupils requiring additional support. Our Home Partnership Officer, Support for Learning and Pupil Support staff offer a service that is flexible and responsive to identified needs, working in partnership with parents and carers to target support that has been identified as having an impact on health and wellbeing, development and learning. The Parent Council work in partnership with the school to create a welcoming environment which is inclusive for all parents, promoting partnership between the school, its pupils and the wider parent forum. They represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils. The school continue to develop enhanced methods of communication with an increased presence across departments on social media, a regularly updated website and other communication resources such as Groupcall and our School App.

Details of engagement with learners

Pupil voice is a prominent feature of our approach to self-evaluation and continuous improvement that has been developed across all departments in recent years. The Pupil Council, class representatives and Pupil Leadership team play a full and active role in school life. In recent years pupils have decided on aspects of the new school design as well as the introduction of the full school uniform. Pupils are involved in the creation and ongoing review of the vision, aims and values of the school through our Rights Respecting Schools agenda as well as other initiatives such as our Subject Ambassador programme, Youth Philanthropy Initiative and Mentors for Violence Prevention. Pupil Support staff work effectively to monitor and address problems with pupils' attendance and timekeeping and to reduce barriers to learning. The Home School Partnership Officer is a vital part of this team and is extremely pro-active in identifying pupils' needs and offering appropriate support. Pupils with additional support needs are fully informed and their views sought in the formulation of GIRFME plans particularly at key stages of transition.

2018-19 Improvement Plan

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| Establishment Priority 1: | Improvement in Attainment & Achievement: Raise attainment and achievement across targeted areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes across a range of diverse learning pathways that promote skills for learning, life and work. |
| Establishment Priority 2: | Ensuring Wellbeing, Equality & Inclusion: Extend and enhance the <i>Pupil Equity Fund</i> initiatives with a specific focus on the National Improvement Framework Priorities. Develop, enhance and extend the process of pupil profiling through tracking and monitoring information incorporating health and wellbeing tracking that provides robust data for targeted support based on social justice and equity. Introduce a school wide comprehensive model to enhance emotional wellbeing and promote positive relationships using the Solihull approach. |
| Establishment Priority 3: | Enhance Learning, Teaching & Assessment: Introduce a school wide approach to learning, teaching and assessment incorporating <i>Making Thinking Visible</i> routines and <i>Growth Mindset</i> strategies that promote the development of eager and active learners who are fully engaged, resilient, highly-motivated and interact well during activities. |
| Establishment Priority 4: | Develop Parental Engagement through Effective Partnerships: Through effective parental partnership working we will strive to develop and enhance our learning provision and secure positive impacts for learners. |

When considering your School/Establishment Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

| Education, Youth & Communities Priorities | PEF Interventions | NIF Drivers | NIF Priorities |
|---|--|---|---|
| <ol style="list-style-type: none"> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people | <ol style="list-style-type: none"> Early intervention and prevention Social and emotional wellbeing Promoting healthy lifestyles Targeted approaches to literacy and numeracy Promoting a high quality learning experience Differentiated support Using evidence and data Employability and skills development Engaging beyond the school Partnership working Professional learning and leadership Research and evaluation to monitor impact | <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information | <ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing; and Improvement in employability skills and sustained, positive school leaver destinations for all young people |

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| <p><i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p> | <p>Developing in Faith Themes</p> | <p><i>All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i></p> <p><i>The articles can be found here.</i></p> | <p><i>Having successfully achieved the Rights Respecting School silver award Greenfaulds High School will start the journey towards gold. The school's RRS charter focusses on the following articles in the UN Convention on the Rights of the Child: 3, 12, 19, 23, 28, 29, 31 & 42</i></p> |
| | <ol style="list-style-type: none"> Honouring Jesus Christ as the Way, the Truth and the Life | | |
| | <ol style="list-style-type: none"> Developing as a community of faith and learning | | |
| | <ol style="list-style-type: none"> Promoting Gospel Values | | |
| | <ol style="list-style-type: none"> Celebrating and Worshiping | | |
| <ol style="list-style-type: none"> Serving the common good. | | | |

IMPROVEMENT PRIORITY 1:

Improvement in Attainment & Achievement: Raise attainment and achievement across targeted areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes across a range of diverse learning pathways that promote skills for learning, life and work.

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| Person(s) Responsible Who will be leading the improvement? | | | | | |
| HGIOS/ HGIOELC Quality Indicators | PEF Interventions | NIF Drivers | NIF Priorities | EYC Priorities | Developing in Faith/ RRS Article(s) |
| 2.2, 2.3, 3.1 & 3.2 | 1,4,6 & 7 | 4,5 & 6 | 1, 2 & 4 | 1, 2 & 4 | RRS Article 3,28 & 29 |

| Outcome(s) / Expected Impact Detail targets, %, etc. | Tasks/ Interventions to achieve priority | Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | Resources Please include costs and, where relevant, state if cost is being met from PEF. | Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints? | | | | | | | | | | | | |
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| <p>Improve literacy levels using key data and partnership working to highlight opportunities for early intervention.</p> <p>SNSA</p> <table border="1"> <tr> <td>Literacy</td> <td>High</td> <td>Med</td> <td>Low</td> </tr> <tr> <td>Read</td> <td>53%</td> <td>32%</td> <td>15%</td> </tr> <tr> <td>Writ</td> <td>71%</td> <td>25%</td> <td>4%</td> </tr> </table> <p>Target: Increase SNSA performance particularly in reading by 5% over the next 3 years in low and medium performance. Close 6% gap (virtual comparator) SCQF level 5 for school leavers.</p> | Literacy | High | Med | Low | Read | 53% | 32% | 15% | Writ | 71% | 25% | 4% | <p>Incorporate S3 SNSA data into our T&M key Data.</p> <p>Create acting management post with additional responsibilities for literacy.</p> <p>Continue to develop staff understanding of national benchmarks where there is a whole staff responsibility.</p> <p>PEF Initiatives. Read Write Inc</p> <p>Planning for progression/transition using key data including SNSA including primary school data.</p> | <p>SNSA Data</p> <p>S3 Teacher Judgements</p> <p>Insight Data</p> <p>BGE Toolkit information</p> <p>Literacy Committee Minutes</p> | <p>Staff training Read Write inc. Promoted post £5159 (PEF) Staff Backfill £7075 (PEF)</p> <p>Literacy Resources already purchased through 17/18 PEF for use in 18/19 include:</p> <ul style="list-style-type: none"> Additional books £2000 ICT Resource £2450 Classroom Library £400 Core skills weekend £800 Literacy Games £100 <p>Department time</p> | <p>October</p> <p>New PT post in place</p> <p>Pupils identified and Read Write Inc. programme started.</p> <p>S1 Key Data from P7 incorporated into tracking and monitoring</p> |
| Literacy | High | Med | Low | | | | | | | | | | | | | |
| Read | 53% | 32% | 15% | | | | | | | | | | | | | |
| Writ | 71% | 25% | 4% | | | | | | | | | | | | | |
| <p>Improve numeracy levels using key data and partnership working to highlight opportunities for early intervention.</p> <p>SNSA</p> <table border="1"> <tr> <td>Numeracy</td> <td>High</td> <td>Med</td> <td>Low</td> </tr> <tr> <td>Percent</td> <td>37%</td> <td>53%</td> <td>9%</td> </tr> </table> <p>Target: Increase SNSA performance in numeracy by 3% over the next 3 years in low performers and 5% in medium performers. Target 77% of school leavers attaining SCQF 5 over next 2 years.</p> | Numeracy | High | Med | Low | Percent | 37% | 53% | 9% | <p>Incorporate SNSA data into our T&M key Data.</p> <p>Create acting management post with additional responsibilities for numeracy.</p> <p>Continue to develop staff understanding of national benchmarks where there is a whole staff responsibility.</p> <p>PEF Initiatives. Slumdog</p> <p>Planning for progression/transition using key data including SNSA including primary school data.</p> | <p>SNSA Data</p> <p>S3 Teacher Judgements</p> <p>Insight Data</p> <p>BGE Toolkit information</p> <p>Numeracy Committee Minutes</p> | <p>Staff training Promoted post £5159 (PEF) Staff Backfill £7075 (PEF)</p> <p>Numeracy Resources already purchased through 17/18 PEF for use in 18/19 include:</p> <ul style="list-style-type: none"> Additional books £2300 ICT Slumdog resource £750 <p>Department time</p> | <p>October</p> <p>New PT post in place</p> <p>Pupils identified and Slumdog Numeracy programme started.</p> <p>S1 Key Data from P7 incorporated into tracking and monitoring</p> | | | | |
| Numeracy | High | Med | Low | | | | | | | | | | | | | |
| Percent | 37% | 53% | 9% | | | | | | | | | | | | | |

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| <p>Promote ambition and raise attainment particularly in our most able and our least deprived pupils</p> <p>Target: 100% increase in pupils participating in the Foundation Apprenticeship scheme. Increase positive destinations with a target of 95% Target improvement (inline with virtual comparator) in tariff scores and higher performance particularly pupils categorised our most able. Closing 4% gap (virtual comparator) in 5+ highers and 73 tariff points for 20% most able.</p> | <p>Ensure new higher arrangements are in place.</p> <p>Continue to develop consortia arrangements to offer the widest breadth of options for pupils. Continue to develop college partnerships to offer pupils alternative learning pathways such as Foundation Apprenticeships and other vocational options.</p> | <p>Consortia minutes Course Option Information Insight Data including performance & positive destination data Exam performance data College course performance Course Uptake Course completion data</p> | <p>Staff training, SQA understanding standards events Department time Transport costs (NLC consortia) Courses provided by college (NLC consortia) Management time (consortia meetings)</p> | <p>September New Higher arrangements in place</p> <p>Consortia/College arrangements finalised</p> |
| <p>Further develop pupil leadership by creating opportunities that promote skills for learning, life and work.</p> <p>Target: Increase number of pupils completing SCQF level 5 & 6 work placement standard by 50%</p> <p>Increase number of enhanced internships by 50%</p> <p>Increase pupil achievement awards by 200%</p> | <p>Identify opportunities and develop procedures to meet the requirements of the Work placement standard at SCQF level 5 & 6.</p> <p>Develop existing PT remit or create acting management post with additional responsibilities for promoting achievement.</p> <p>Develop enhanced internships with partnership companies.</p> <p>Develop processes and procedures so all pupil achievement can be formally recognised through award such as Saltire.</p> <p>Expand course options to provide accredited qualifications related to pupil leadership and achievement.</p> | <p>Numbers completing Work Placement Standard at SCQF level 5 & 6 Number of pupils achieving accreditation for achievement awards Course option Information Insight</p> | <p>Promoted post £5159 (PEF) Staff Backfill £7075 (PEF)</p> <p>Work placement standard resources £200</p> <p>Additional learning and teaching resources for pupil leadership and achievement courses £500</p> | <p>September New PT post in place Leadership courses in place</p> <p>November Senior Phase pupil work placement identified and pupils briefed on the requirements to achieve SCQF 5 & 6</p> |

| Evaluative Statement & Actual Impact/ Evidence | |
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| November | |
| February | |
| May | |

IMPROVEMENT PRIORITY 2: **Ensuring Wellbeing, Equality & Inclusion:** Extend and enhance the *Pupil Equity Fund* initiatives with a specific focus on the National Improvement Framework Priorities. Develop, enhance and extend the process of pupil profiling through tracking and monitoring information incorporating health and wellbeing tracking that provides robust data for targeted support based on social justice and equity. Introduce a school wide comprehensive model to enhance emotional wellbeing and promote positive relationships using the Solihull approach.

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| Person(s) Responsible Who will be leading the improvement? | | | | | |
| HGIOS/ HGIOELC Quality Indicators | PEF Interventions | NIF Drivers | NIF Priorities | EYC Priorities | Developing in Faith/ RRS Article(s) |
| 1.3, 2.7 & 3.1 | 1,2,3,9,7 & 10 | 1,4 & 5 | 2 & 3 | 2 & 3 | RRS Article 3,28 & 29 |

| Outcome(s) / Expected Impact Detail targets, %, etc. | Tasks/ Interventions to achieve priority | Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | Resources Please include costs and, where relevant, state if cost is being met from PEF. | Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
|---|---|--|--|---|
| <p>Introduce a school wide comprehensive model to enhance emotional wellbeing and promote positive relationships</p> <p>Target: 25 Staff trained in Solihull Approach by end of 18/19 session</p> | <p>Develop staff capacity through a planned schedule of Solihull Training. Identify opportunities for staff to develop strategies based.</p> | <p>Professional accreditation for staff Pupil support minutes Health & Wellbeing tracking information HART meeting minutes</p> | <p>Train staff in Solihull Approach (currently covered by NLC) Staff training time 2 days per staff member</p> | <p>September 10 staff trained in Solihull</p> <p>December Further 5 staff trained in Solihull Approaches</p> |
| <p>Develop and extend the process of pupil profiling through tracking and monitoring information incorporating health and wellbeing information</p> <p>Target: Processes & procedures in place to track and monitor Health & Well Being of the new S1 and incorporate in key data by end of 18/19 session.</p> | <p>Introduce a process of capturing health & wellbeing data information at key stages of the BGE.</p> <p>Create acting management post with additional responsibilities for transition.</p> | <p>Pupil support minutes Health & Wellbeing tracking information Key Data</p> | <p>Tracking & Monitoring resources for Health & Well Being in the BGE £500</p> <p>Promoted post £5159 (PEF) Staff Backfill £7075 (PEF)</p> | <p>September New PT post in place</p> <p>November New Health & Wellbeing T&M in place and first set of data collated from S1 pupils</p> <p>May Second set of H&WB data collated from S1</p> |
| <p>Promote health & well-being, equality and inclusion through the RRSA</p> <p>Target: Successfully achieve Gold accreditation in the next 18 to 24 months.</p> | <p>Enhance our current child rights approach based on the United Nations Convention on the Rights of the Child and embed it in school policy, practice and culture.</p> <p>Continue to develop staff/pupils understanding of child rights, rights respecting attitudes and language ensuring it is embedded across the school.</p> <p>Nurture an environment through the formal and informal curriculum where Students see themselves as rights respecting global citizens and are</p> | <p>RRSA minutes Pupil voice Parental feedback Audit information RRSA feedback Department meeting minutes PSD programme School policies</p> | <p>Resources to support the promotion of RRSA £400</p> <p>Staff training time</p> | |

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| | advocates for social justice, fairness and children's rights at home and abroad. | | | |
| <p>Improve health & well-being, equality and inclusion through school based initiatives</p> <p>Target: Demonstrate targeted intervention of pupils has positive impact on health & well-being through increased participation in healthy lifestyle choices. This would be demonstrated using qualitative data from pupil feedback as well as participation data.</p> | <p>PEF Initiatives:</p> <ul style="list-style-type: none"> • Music Programme to develop pupil confidence • PE+ Programme to promote healthy lifestyle • Additional pupil counselling to promote well being • Teenage Brain Programme <p>Develop PSD programme to a Growth Mindset with pupils</p> | <p>Pupil Support minutes PSD programme Staff PRD programmes Pupil voice Key Data Health & Well Being tracking Partnership impact reports</p> | <p>PE Plus Programme £6000 (PEF) Music Initiative £6000 (PEF) Additional Counselling Service £11000 (PEF)</p> | <p>October Agreed set of</p> |

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| November | |
| February | |
| May | |

IMPROVEMENT PRIORITY 3: **Enhance Learning, Teaching & Assessment:** Introduce a school wide approach to learning, teaching and assessment incorporating *Making Thinking Visible* routines and *Growth Mindset* strategies that promote the development of eager and active learners who are fully engaged, resilient, highly-motivated and interact well during activities.

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| Person(s) Responsible Who will be leading the improvement? | | | | | |
| HGIOS/ HGIOELC Quality Indicators | PEF Interventions | NIF Drivers | NIF Priorities | EYC Priorities | Developing in Faith/ RRS Article(s) |
| 1.3, 2.3 & 3.2 | 5,6,10 & 11 | 1,2,4 & 5 | 1 & 2 | 1 & 2 | RRS Article 3,28 & 29 |

| Outcome(s) / Expected Impact Detail targets, %, etc. | Tasks/ Interventions to achieve priority | Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | Resources Please include costs and, where relevant, state if cost is being met from PEF. | Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
|---|--|---|--|---|
| Develop staff pedagogical capacity to enhance learning, teaching & assessment. Target: Train 8 staff in MTV & Growth Mindset to lead learning and introduce into S1 classroom practice across departments | Train a core group of staff to lead and disseminate Making Thinking Visible classroom routines across departments. Work in partnership with associated primary schools to embed Making Thinking Visible routines across primary secondary classroom practice Develop staff capacity to enhance their practice and support the promotion of Growth Mindset in our learners. | Staff will receive professional recognition Pupil voice Working Group minutes Learning walks Classroom observation Departmental minutes Working Group minutes Departmental Improvement Plans | Staff Training MTV £8000 Teaching Resources MTV £1000 Department time | |
| Develop staff understanding of National Benchmarks, both subject specific as well as literacy, numeracy & health & well-being. Target: All department BGE tracking and monitoring reflects the new National Benchmarks and moderation processes are in place to ensure consistency. | Update departmental CFE tracking & monitoring systems. Raise awareness with staff and Incorporate SNSA data into key data | Whole school key data Departmental minutes Departmental CFE tracking and monitoring Departmental Improvement Plans | Department time | |
| Ensure learning, teaching & assessment meet the requirements and are effective in the delivery of SQA qualifications. Target: Ensure successful implementation of new higher arrangements maintaining and where possible improving higher performance at 1+, 3+ & 5+ inline with VC All AH courses are in place for 19/20 session and reflect changes in line with SQA advice | Implement new higher arrangements Review N5 arrangements with the removal of Recognising Positive Achievement Prepare for the changes in AH for session 19/20 | SQA verification Internal moderation/verification Exam performance Insight Data Departmental minutes Departmental Improvement Plans | Staff training, SQA understanding standards | |

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| <p>Embed sharing good practice with an emphasis on an inward, outward and forward looking approach to self-evaluation.</p> <p>Target: All departments will extend the process of learning walks with a focus on sharing good practice with other departments. Create opportunities for staff to work and share good practice with other schools and educational partners</p> | <p>Embed departmental learning walks.</p> <p>Departmental partnership working with local schools and other partners such as the SQA</p> | <p>Departmental minutes</p> <p>Learning walks</p> <p>Curriculum Plans</p> <p>Departmental Improvement Plans</p> | <p>Staff time working with local partner schools</p> <p>Learning walk resources</p> | |
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| November | |
| February | |
| May | |

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| IMPROVEMENT PRIORITY 4: | Develop Parental Engagement through Effective Partnerships: Through effective parental partnership working we will strive to develop and enhance our learning provision and secure positive impacts for learners. | | | | |
| Person(s) Responsible Who will be leading the improvement? | | | | | |
| HGIOS/ HGIOELC Quality Indicators | PEF Interventions | NIF Drivers | NIF Priorities | EYC Priorities | Developing in Faith/ RRS Article(s) |
| 1.3, 2.7, 3.1 & 3.2 | 1,4,5,9,10 & 11 | 1,2,3,5 & 6 | 1,2 & 3 | 1,2 & 3 | RRS Article 3,28 & 29 |

| Outcome(s) / Expected Impact Detail targets, %, etc. | Tasks/ Interventions to achieve priority | Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | Resources Please include costs and, where relevant, state if cost is being met from PEF. | Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
|---|--|--|--|---|
| Enhance communication with parents through the digital media Target: Increase usage of School App by 60% with a target of a minimum 1000 users. Support the review and update of the Parent Council constitution to include Digital Communication Officer. | Investigate software that delivers homework digitally that allows parental access. Increase usage of School App. Support the introduction of a Digital Communication Officer as a formal position on the Parent Council. | Download information Parental feedback Pupil voice Parent Council minutes | School App Licence £500 Show My Homework Licence £2500 | |
| Introduce additional parental workshops with a focus on increasing the positive impact of working with families to improve learning and achievement. Target: Provide increased opportunities for parental engagement both school based and through external partnerships with education providers | Homelink worker family workshops. HSPO family workshops. Pupil Support workshops. Departmental workshops. Liaise with Parent Council to provide parental information. 10 week Solihull Approach Parenting Programme Family Cooking Lessons | Parental feedback Pupil voice Parent Council minutes Pupil Support minutes Department meeting minutes Parental uptake | CLD Homelink Officer £23000 (PEF) Workshop resources £1000 | |
| Introduction of the North Lanarkshire Parental Portal. Target: In partnership with NLC, support the phased roll out of the newly proposed Parental Portal. | Support the roll out of the Parental Portal over the different phases. Populate the portal with relevant information. | Usage figures Parental feedback Online booking system information Payment information | Management time to set up processes and procedures | |

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