



Driving Equity and Excellence

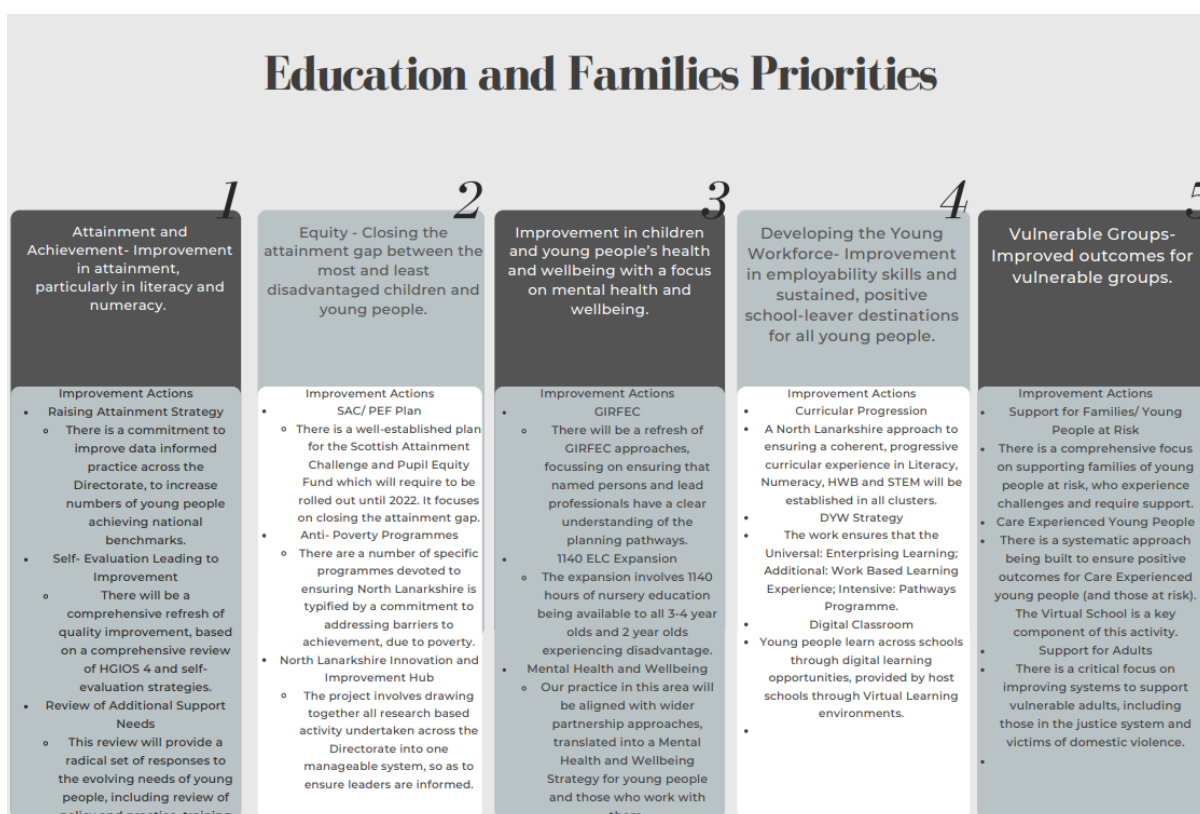
Improvement Action Plans

Session 2024-25

School:	Braidhurst High School
Cluster:	Braidhurst
Head Teacher:	Tracey McDermott

Improvement Plan Summary	
Cluster Priority:	<ul style="list-style-type: none">Develop a shared understanding of good learning, teaching and assessment in schools across the cluster by focussing on improved planning and consistent use of high quality learning intentions and success criteria. Particular focus on numeracy in year 1.By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning
School Priority 1:	<ul style="list-style-type: none">Raise attainment over time by building more pace, challenge and rigour in BGE and SCQF Level 5. 10 % increases in attainment at level 3 and 4 in BGE will be sustained and increased by a further 3%. Level 5 attainment (5@ 5) in S4 will increase by 3%. All departments will have specific targets to improve overall pass rate at level 5 and number of A & B passes.
School Priority 2:	<ul style="list-style-type: none">Develop a shared understanding of high quality learning, teaching and assessment across staff and ensure its consistent use across the school. By June 2025 most lessons will consistently have high quality learning intentions and success criteria. Inclusive questioning will be used in

	almost all lessons while effective questioning to develop HOTS will be evident in the majority of classes.
School Priority 3:	<ul style="list-style-type: none"> Sustain improvements in literacy and numeracy attainment in BGE and Senior Phase. The majority of pupils will achieve level 4 literacy and numeracy to establish an improving trend. Most pupils will achieve literacy and numeracy at level 5 to establish pattern of attainment consistently above VC.



School Vision and Values

The school vision of "Supporting Aspirations, Achieving Excellence" is underpinned by our values of trust, courage, empathy, integrity and respect.

Audit and Consultation

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

Details of engagement (pupils, parents/carers, partners)

Opinions and views of parents are sought at strategic times throughout the session. The School Improvement Plan and Report is regularly discussed at Parent Group meetings. Regular surveys are completed to gather parental views and volunteers are actively sought for ongoing parental focus groups with HT.

Pupil voice is becoming more embedded in the learning and monitoring processes adopted by departments, which in turn feeds into the school self-evaluation process and ongoing improvement agenda. The views of pupils and groups who are engaged in targeted interventions are gathered and fed back into the system of self-evaluation. Weekly pupil focus groups are led by HT on a range of topics linked to improvement plan. The Rights Respecting School Group has reviewed to current Pupil Parliament structure and this has been refreshed and relaunched in PSE. Pupils have been engaged in ongoing wellbeing surveys and learning, teaching and assessment surveys linked to the work of the Smalls Schools Collaborative.

Stakeholders including cluster staff, CL& D, football partners, SDS and Community Police including local business partners have been involved in focus groups relating to community development, inclusive curriculum provision and DYW. We work closely with our valued partner Forgewood Holdings to enable us to deliver support to our most disadvantaged young people.

Cluster Priority1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Develop a shared understanding of good learning, teaching and assessment in schools across the cluster by focussing on improved planning and consistent use of high quality learning intentions and success criteria. Particular focus on numeracy in year 1.
Person(s) Responsible Who will be leading the improvement?	

(Please insert the relevant information below using the codes above)				
NIF Priority: 1) Closing the attainment gap between the most and least disadvantaged children and young people 2) Improvements in attainment, particularly in literacy and numeracy		NIF Driver: Curriculum and Assessment Teacher and Practitioner Professionalism		
NLC Priority: 1) Closing the attainment gap between the most and least disadvantaged children and young people 2) Improvements in attainment, particularly in literacy and numeracy		QI: 2.3		
PEF Intervention:		Developing in Faith/UNCRC:		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? Significant change in school leadership in the last two years, staff turnover and inconsistent patterns of attainment have made developing consistent good practice in learning, teaching and assessment a priority. Detailed analysis of numeracy attainment over time across the cluster from P1 to S3 has highlighted dips in expected pupil progression and need for improved planning and increased pace and challenge to ensure pupils achieve potential.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Training will be provided by school and NLC staff. Some cover may be required to release staff for moderation activities.				
EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By June 2025, a more collegiate approach to planning will have been established.	<ul style="list-style-type: none"> Audit of LTA will be undertaken by August 2024 to identify need and inform collegiate planning. 	<ul style="list-style-type: none"> Audit completed, analysed and used to inform planning. 		

	<ul style="list-style-type: none"> Numeracy data analysis used to review progression pathways from P1 – S3 and identify areas for priority. 	<ul style="list-style-type: none"> By June 2025, a numeracy moderation group will have been established, priorities and timelines agreed and progression pathways reviewed. 		
By June 2025, in the majority of classes pupils will benefit from shared learning intentions and success criteria.	<ul style="list-style-type: none"> Whole staff training will be delivered on effective planning and using NLC Progression Frameworks to primary and Maths colleagues by May 2025. Additional opt-in professional learning in co-constructing SC will be offered to further develop skilled staff by May 2025. Lesson observation model will be developed to help establish shared understanding of good learning intentions and success criteria by May 2025. 	<ul style="list-style-type: none"> Staff attendance recorded and evaluations complete by May 2025. Feedback from lesson observations completed by June 2025 will show the majority of pupils are benefiting from shared learning intentions and success criteria. 		
Final evaluation (for submission):				

2024-25 Improvement Plan

Cluster Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.
Person(s) Responsible Who will be leading the improvement?	Donna McCann

(Please insert the relevant information below using the codes above)	
NIF Priority: 4	NIF Driver: 2
NLC Priority: 5	QI: 3.1
PEF Intervention:	Developing in Faith/UNCRC: Article 28
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

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

Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.

Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.

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

No financial impact on establishments.

- A “trainer the trainer” model will ensure key staff within the cluster are able to deliver presentations and support establishments in achieving the award. NL Virtual School Principal Teacher (Acting) will facilitate information sessions and training for CIILs and nominated staff.
- All resources are free and have been designed to be used in any educational setting through a flexible approach, for example, as whole establishment training, personal professional learning as part of CLPL or induction training for new staff.
- Professional Learning sessions to support successful implementation of the Keeping the Promise Award programme are available via the Education Scotland website and through The Promise Glow Tile.
- Schools will be required to allocate time to enable staff to participate in training session and complete the e-learning module.

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By June 2025 all learners will benefit from all staff having an increased awareness of The Promise. GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning.	Cluster Chair will have attended an information session on the award by the end of August 2024 . Cluster Chair/CIIL will complete and return information on their specific plan for delivery within own cluster by the end of August 2024 . CIIL or nominated staff member will have participated in two half day training sessions by end of September 2024 . All staff will have participated in presentations sessions one and two of	<u>Quantitative</u> Evaluation will be completed on conclusion of training Recording and reporting of number of staff attending training sessions Percentage of staff completing e-learning module (I Promise Award) UNCRC Awards <u>Outcome Measures</u> Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions.		

Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster.	<p>the Keeping the Promise Award by February 2025.</p> <p>Most staff will have completed e-learning module June 2025.</p> <p>Majority of schools in the cluster will achieve the Keeping the Promise Award by June 2025.</p>	<p>Outcomes Star information</p> <p><u>Qualitative</u> Case studies</p> <p>Views or feedback from children, young people and their families</p>		
Final evaluation:				

School Priorities

<p>Priority 1: Long Term Outcome</p> <p>What do you hope to achieve? What is going to change? For whom? By how much? By When?</p>	<p>Raise attainment over time by building more pace, challenge and rigour in BGE and SCQF Level 5. 10 % increases in attainment at level 3 and 4 in BGE will be sustained and increased by a further 3%. Level 5 attainment (5@ 5) in S4 will increase by 3%. All departments will have specific targets to improve overall pass rate at level 5 and number of A & B passes.</p>
<p>Person(s) Responsible</p> <p>Who will be leading the improvement?</p>	SLT and PTs

(Please insert the relevant information below using the codes above)	
<p>NIF Priority:</p> <p>1) Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>2) Improvements in attainment, particularly in literacy and numeracy</p>	NIF Driver: School Improvement
<p>NLC Priority:</p> <p>1. Improvement in attainment, particularly literacy and numeracy</p> <p>2. Closing the attainment gap between the most and least disadvantaged children</p>	QI: 3.2
PEF Intervention:	Developing in Faith/UNCRC:
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

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

ACEL data and Achievement of a Level data across the curriculum is inconsistent and below local authority averages. This indicates that we need to build improvement from the BGE by ensuring more rigour and challenge to increase the number of pupils achieving third and fourth level in preparation for senior phase. There is inconsistent attainment across departments. Sustained improvements in 5 @ 5 and 1 @ 6, 3 @ 6 and 5 @ 6 will only be possible if we build improvement in BGE and support departments to identify specific priorities. Improvements established last session need to be embedded this session to begin to build consistent pattern of sustained improvement.

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<p>In departments the number of pupils achieving level 4 by the end of S3 will increase by a further 3 % from 10% increase last session.</p> <p>In departments the number of pupils achieving level 3 by the end of S3 will increase by a further 3% from 10% increase last session.</p>	<ul style="list-style-type: none"> Professional learning to support staff to use questioning more effectively to develop higher order thinking skills. The majority of lessons will use differentiated success criteria to provide increased challenge for learners at levels 3 & 4. Target groups for achieving level 4 identified in S3 and tracked to ensure appropriate pace and challenge More effective tracking and monitoring of progression in BGE from S1 entry to S3 exit point in departments to ensure: <ul style="list-style-type: none"> - appropriate levels of challenge - timely interventions. GIRME strategies employed in every classroom to support effective differentiation and ensure appropriate challenge. 	<ul style="list-style-type: none"> Focussed programme of lesson observations will measure use of effective questioning and pace and challenge in lessons. S3 level 4 target groups identified and progress monitored within departments Pupil focus groups will provide feedback on pace and challenge. Whole school attainment data at BGE exit point in May 2025 Departmental BGE tracking will show progression in level 3 and level 4 over time. 		

	<ul style="list-style-type: none"> • Departmental IPs will identify target groups and specific strategies to raise their attainment and track, monitor and intervene as appropriate. • More inclusive questioning will become embedded in almost all classrooms. 			
<p>Departments will increase attainment at level 5 by at least 3% in S4.</p> <p>Departments will increase the number of A/B passes by at least 3%.</p>	<ul style="list-style-type: none"> • Departments will evaluate pupils' performance in component parts of courses (including reintroduced assignments where appropriate) and develop clearly identified targets for level 5 attainment based on self-evaluation of previous data. • Target groups of S4 pupils identified in each department for increase in C passes and A/B passes and supported and challenged as appropriate. • Agreed 5 step tracking and monitoring process fully implemented by all departments to ensure a consistent and robust approach to tracking and monitoring to improve attainment. 	<ul style="list-style-type: none"> • Attainment will improve in identified areas and groups by 3%. • Departmental tracking will show improvement over time. • Whole school tracking will show improvement over time and an increase of pupils achieving 5 @ 5 by 3%. 		
<p>Opportunities for attainment for EAL pupils will increase further.</p>	<ul style="list-style-type: none"> • Progress of all EAL pupils will be tracked and monitored to ensure appropriate progression. • Interventions identified for target group. • Following introduction of ESOL qualifications last session, all eligible S4/5/6 pupils will be presented this session. • Professional learning offer to develop strategies to support EAL learners in the classroom. 	<ul style="list-style-type: none"> • Target group identified and progress benchmarked and monitored. • ESOL qualifications embedded for identified pupils and qualifications attained. • Lesson observations measure teachers increasing confidence in using effective strategies to support EAL learners. 		

Attendance rates will rise by 2% following an increase last session to 86% to maximise potential for pupils to attain and close gap on local authority average.	<ul style="list-style-type: none"> • New attendance procedures will implemented to ensure consistent, timely and appropriate interventions • Identified year groups will be tracked to ensure timely interventions to improve or sustain attendance rates. • New data analysis process will support early identification and support for pupils and families at risk of reducing attendance patterns with particular focus on 80% - 90% group. • Increased focus on improving attendance in December. 	<ul style="list-style-type: none"> • New attendance procedures will be fully implemented. • S4 attendance rate will increase by 2% to 85%. • S5 attendance rate will be sustained at 88% after improvements following significant drop the previous session. • The number of pupils dropping below 80% will decrease by 3%. • Attendance in December will increase by 3% from 76% to 79%. 		
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Priority 2: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

Develop a shared understanding of high quality learning, teaching and assessment across staff and ensure its consistent use across the school. By June 2025, almost all classes will consistently have high quality learning intentions and success criteria. Inclusive questioning will be used in almost all lessons while effective questioning to develop HOTS will be evident in the majority of classes.

Person(s) Responsible

Who will be leading the improvement?

SLT & PTs

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

NIF Priority: 1) Closing the attainment gap between the most and least disadvantaged children and young people 2) Improvements in attainment, particularly in literacy and numeracy	NIF Driver: Curriculum and Assessment Teacher and Practitioner Professionalism
NLC Priority: 1) Closing the attainment gap between the most and least disadvantaged children and young people 2) Improvements in attainment, particularly in literacy and numeracy	QI: 2.3
PEF Intervention:	Developing in Faith/UNCRC:
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?	

Feedback from the recent HMIE inspection, lesson observations and pupil surveys and focus groups clearly identified this as a priority. Variable attainment data within and across departments indicates a need for more consistent high quality learning, teaching and assessment.

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Most lessons will share quality learning intentions and success criteria.	<ul style="list-style-type: none"> Feedback from lesson observations will inform whole school professional learning offer. Good practice identified and shared effectively across school. Professional learning offered for skilled staff to upskill in co-construction of success criteria and differentiated success criteria. Increased opportunities for collaborative working and moderation of planning in Small Schools' Collaborative. Lesson observations will provide opportunities for discussion and feedback to develop capacity. Opportunities for practitioner enquiry and lesson studies to further develop skills. 	<ul style="list-style-type: none"> Focussed programme of lesson observations will measure consistency and quality of approach. Pupil focus groups and surveys will provide feedback which will be benchmarked against Feb 2023 baseline surveys. Pupils will become increasingly confident using success criteria and increasingly be able to articulate strengths and next steps in learning. 		
<p>In almost all lessons pupils will be engaged through increasingly inclusive questioning.</p> <p>In majority of classes questioning will be used</p>	<ul style="list-style-type: none"> Good practice in inclusive questioning developed over previous session will continue to be shared through professional learning and peer observation. Increased opportunities for collaborative working and moderation of planning 	<ul style="list-style-type: none"> Focussed programme of lesson observations will measure consistency and quality of approach. Pupils will display increasing confidence in contributing to class 		

effectively to develop higher order thinking skills.	<p>embedded through work of Small Schools Collaborative.</p> <ul style="list-style-type: none"> • Lesson observations will provide opportunities for feedback to develop capacity. • Opportunities for practitioner enquiry, observed lesson studies and engagement with NLC and West Partnership pedagogy programmes available to staff to further develop skills. • Professional learning offered to new staff to ensure they are developing shared understanding of effective learning, teaching and assessment. 	<p>discussion in most lessons.</p> <ul style="list-style-type: none"> • Pupil focus groups and surveys will provide feedback which will be benchmarked against Feb 2023 baseline surveys. • Number of staff engaged in various opt in professional learning opportunities recorded and monitored. 		
In most classes pupils will benefit from good formative assessment practice.	<ul style="list-style-type: none"> • Whole school staff professional learning will be delivered. • The Small Schools Moderation Collaborative will provide opportunities for collaborative planning and professional learning on formative assessment. • Increased opportunities for collaborative working and moderation of planning. • Lesson observations will provide opportunities for feedback to develop capacity. 	<ul style="list-style-type: none"> • Focussed programme of lesson observations will measure consistency and quality of approach • By June 2025, in the majority of classes pupils have opportunities to take part in peer and self-assessment that is clearly linked to SC. • By June 2025 in most classes pupils will benefit from using SMBs and/or Plicker. • Pupil focus groups and surveys will provide feedback which will be benchmarked against Feb 2023 baseline surveys. 	.	

A shared understanding of standards will be developed to ensure appropriate pace and challenge for learners and reliable ACEL data.	<ul style="list-style-type: none"> • Work of Small School Collaborative embedded to provide regular opportunities for subject specific moderation. • Moderation of literacy and numeracy across cluster reestablished to support new Cluster Priorities. 	<ul style="list-style-type: none"> • All teachers will have engaged in regular moderation activities, including collaborative approaches to learning. • Increased levels of teacher confidence will be measured against baseline data. • More consistent patterns will emerge in ACEL data. 		•
Learning will be led more strategically across the school.	<ul style="list-style-type: none"> • All staff will collaborate on whole school and departmental improvement planning. • All staff will engage with Small Schools Moderation collaborative. • All staff engaged in regular self-evaluation of 2.3. • Middle leaders continue to engage in Excellence in Leadership of Learning Programme to develop their capacity further. 	<ul style="list-style-type: none"> • All PTs will lead learning in their own departments using plan, test, reflect model based on effective self-evaluation processes. • DIPs will clearly align with SIP and have specific targets. • Staff will have increased opportunities to moderate planning with colleagues from other schools. 		
Final evaluation:				

Priority 3: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

Sustain improvements in literacy and numeracy attainment in BGE and Senior Phase. In BGE, most pupils will achieve level 3 and the majority will achieve level 4 in literacy and numeracy to establish an improving trend. Most pupils will achieve literacy and numeracy at level 5 to establish pattern of attainment consistently above VC.

Person(s) Responsible

Who will be leading the improvement?

SLT & PTs Literacy and Numeracy

(Please insert the relevant information below using the codes above)				
NIF Priority: 1) Closing the attainment gap between the most and least disadvantaged children and young people 2) Improvements in attainment, particularly in literacy and numeracy		NIF Driver: School and ELC Improvement		
NLC Priority: 1) Closing the attainment gap between the most and least disadvantaged children and young people 2) Improvements in attainment, particularly in literacy and numeracy		QI: 3.2		
PEF Intervention:		Developing in Faith/UNCRC: 28 & 29		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Feedback from the recent HMIE inspection and NLC Attainment Review clearly identified this as a priority. ACEL data over recent times has been inconsistent and significantly lower than local authority data. 2022 ACEL data indicated the gap had increased between SIMD 1-2 and the least disadvantaged at all measures: 49% in numeracy, 26% in Reading, 24% in writing and 24% in listening and talking. The percentage of younger people leaving school with level 5 literacy is often significantly lower than the VC. There is inconsistency in numeracy data over time when compared to VC.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
In BGE, the majority of pupils will achieve level 4 literacy by the end of S3 to establish improving trend over time.	<ul style="list-style-type: none"> Target pupils identified and tracked and monitored. Appropriate interventions for pupils at risk of not achieving level 4 in target group. Embed exit point tracking and monitoring. Ongoing professional learning and moderation in Small Schools' Collaborative will develop a shared understanding of achievement of a level. 	<ul style="list-style-type: none"> 80%of S3 pupils will achieve level 4 listening and talking by June 2025. At least 70% of S3 pupils will achieve level 4 reading by June 2024. 70% of S3 pupils will achieve level 4 writing by June 2024. 		

In BGE, most pupils will achieve level 3 literacy and improvements will be sustained over time to establish improving trend.	<ul style="list-style-type: none"> Target pupils identified and tracked and monitored. Appropriate interventions for pupils at risk of not achieving level 3 in target group. Embed exit point tracking and monitoring. Following departmental review of curriculum, writing element will delivered earlier in session to allow time for skills development. Ongoing professional learning and moderation in Small Schools' Collaborative will develop a shared understanding of achievement of a level. 	<ul style="list-style-type: none"> Almost all (above 90%) S3 pupils will achieve listening and talking by June 2025. Almost all (above 90%) S3 pupils will achieve level reading by June 2025. 70% of S3 pupils will achieve level 3 writing by June 2025. 		<ul style="list-style-type: none">
Literacy skills will continue to be developed as a shared responsibility for all.	<ul style="list-style-type: none"> Departments will share good practice on word walls, developing subject specific sentence stems and use of verbs in LIs & SC. 	<ul style="list-style-type: none"> All staff will engage in sharing good practice event by November 2025. By June 2025 various strategies to develop subject specific literacy will be evident in most classes. 		
In BGE, almost all pupils will achieve level 3 numeracy.	<ul style="list-style-type: none"> Target pupils identified and tracked and monitored. Appropriate interventions for pupils at risk of not achieving level 3 in target group. Embed exit point tracking and monitoring Ongoing professional learning and moderation in Small Schools' Collaborative will develop a shared understanding of achievement of a level. 	<ul style="list-style-type: none"> 90% of S3 pupils achieve level 3 numeracy by June 2025 ACEL uplift. 		
In BGE, the majority of pupils will achieve level 4 numeracy.	<ul style="list-style-type: none"> Target pupils identified and tracked and monitored. 	<ul style="list-style-type: none"> 65% of S3 pupils achieve level 4 by June 2025 ACEL data. 		

	<ul style="list-style-type: none"> • Appropriate interventions for pupils at risk of not achieving level 3 in target group. • Embed exit point tracking and monitoring • Ongoing professional learning and moderation in Small Schools' Collaborative will develop a shared understanding of achievement of a level. 			
There will be a sustained trend, above VC, of numeracy attainment at level 5 numeracy.	<ul style="list-style-type: none"> • Target pupils identified and tracked and monitored. • Appropriate interventions for pupils at risk of not achieving SCQF level 5 in target group. • Embed exit point tracking and monitoring 	<ul style="list-style-type: none"> • Target pupils achieve SCQF level 5 • Projected 2024 increase sustained and above VC by August 2025. 		
Final evaluation:				

PEF ALLOCATION: £85, 750

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES**

EQUITY PLAN 2024-25

*(Internal recording; random sampling of PEF/Equity Plans
will continue throughout the session).*



RATIONALE FOR EQUITY (PEF) PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
P1 & 3	£12,517	PT 2 Post Inclusive Curriculum and Targeted Support	<p>We are developing a sustainable approach to closing the attainment gap for our pupils. The vision is based on 5 key pillars which will be developed and embedded over time:</p> <ul style="list-style-type: none"> Developing a sustainable inclusive curriculum to more effectively meet the needs of pupils living in poverty. Offering more intensive targeted support to pupils in SIMD 1 & 2 with identified complex needs to improve their wellbeing, attendance and attainment. Build capacity in staff to strategically plan for improvements that raise attainment for pupils with SIMD 1 & 2 in their departments. Raise aspirations and improve pace and challenge across the school to ensure increased numbers of pupils in SIMD 1 & 2 achieving third and fourth level in BGE. Over time this will form the basis for increased attainment at levels 5 and 6 in senior phase. Embed tracking and monitoring of ACEL data and exit point qualifications in literacy and numeracy to ensure pupils in SIMD 1 & 2 achieve suitably aspirational levels at exit point. 	<p>Please indicate what evidence you are going to collect to show impact and progression.</p> <p>Increasingly bespoke and inclusive curriculum will be measured through the following key measures:</p> <ul style="list-style-type: none"> number of courses on offer quality of progression pathways accessibility to target groups attainment gained for pupils targeted. <p>More intensive support provision will be measured through tracking and monitoring of:</p> <ul style="list-style-type: none"> Exclusions and referrals Attendance Progression in BGE Participation levels Parental engagement of target groups <p>Build capacity in staff to strategically plan for improvements that raise attainment for pupils with SIMD 1 & 2 in their departments will be measured through:</p> <ul style="list-style-type: none"> Progression in BGE at levels 3 & 4 for target groups Attainment in level 5 & 6 for target groups <p>Embed tracking and monitoring of ACEL data and exit point qualifications in literacy and numeracy to ensure pupils in SIMD 1 & 2 achieve suitably aspirational levels at exit point.</p> <ul style="list-style-type: none"> Exit point tracking Attainment at levels 4,5 & 6 ACEL data
P1	£9523	PT 1 Post Wider Achievement		
P1 & 3	£31,552	0.5 match funded PEF teacher		
P2	£5,145	Admin fee		
P2	£5,000	Plus One Leadership Programme		
P1	£5,000	Barista Project		
P2	£1,500	Small Schools Collaborative		
P1	£1,500	Horicultural Project		
P1	£5,000	Outdoor Classroom		
P1	£1,000	Creative Murals Project		
P1 & 2	£5,000	Departmental bids to raise attainment in target groups		
P1	£2,000	Humanutopia input for S2 to raise aspirations		
P1	£1,000	Breakfast club provision		

Appendix 1:

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

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life <u>PEF INTERVENTIONS</u> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information

Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	<u>Education and Families Priorities</u> 3. Improvement in attainment, particularly literacy and numeracy 4. Closing the attainment gap between the most and least disadvantaged children 5. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 6. Improvement in employability skills and sustained, positive school leaver destinations for all young people 7. Improved outcomes for vulnerable groups	
Developing In Faith <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>		
1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good.		