



Driving Equity and Excellence

Improvement Action Plans

Session 2021-22

School:	Cardinal Newman High School
Cluster:	Cardinal Newman High School

Improvement Plan Summary	
Cluster Priority:	Establish Integrated Approach to Improve Health and Wellbeing Outcomes for Children and Families across our Cluster.
School Priority 1:	Improved Attainment and Achievement for all Young People.
School Priority 2:	Improving the mental, social, emotional and physical health of young people, families and staff.
School Priority 3:	CNHS Digital Learning Programme.
Developing in Faith	Developing as a faith community – promoting gospel values.

Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

Improvement Actions

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

Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people

Improvement Actions

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

Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

Improvement Actions

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

Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Improvement Actions

- Curricular Progression

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

Priority 5: Vulnerable Groups- Improved outcomes for vulnerable groups.

Improvement Actions

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

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ 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

Our school vision and values are underpinned by the Gospel Values, which permeate all aspects of the work of the school.

At the centre of these values are these principles and actions

Caring –	At CNHS we display kindness and concern for others
Achieving –	At CNHS we reach and exceed our goals as a team
Respect –	At CNHS we respect and encourage each other
Determined –	At CNHS we let nothing stop us in our path for success
Independent –	At CNHS we are able to think by ourselves and act as independent learners
Nurtured -	At CNHS we care and protect each other
Ambitious -	At CNHS we strive to be the best version of ourselves
Learning -	At CNHS we dare to think creatively

Our aims are to ensure that every student has access to a wide range of opportunities to achieve, to fully develop the skills, attitudes and values necessary for a fulfilled life in modern society. We strive for Equity and Excellence in everything that we do.

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 with parents/carers

Parents were emailed a consultation questionnaire detailing a list of suggested priorities and a free text box for further suggestions. The feedback from all parents evening consultation/evaluations were also incorporated in identifying some of the key School Improvement priorities. Final Document shared with Parent Council on Monday 30 August. Final Document uploaded to school website on Tuesday 31 August and communication sent to all parents.

Details of engagement with learners

Year Heads met with representatives of all year groups. Students were asked to rank priorities and make suggestions on how the improvement would change their experiences in classroom. Young people are now preparing their own version of the school action plan for Pupil Voice meetings.

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:

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information 	<ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people's health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

<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>	Developing in Faith Themes	<i>All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. 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> <i>The articles can be found here.</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		
	5. Serving the common good.		

2021- 22 Cluster Improvement Plan

Cluster Improvement Priority:	Establish Integrated Approach to Improve Health and Wellbeing Outcomes for Children and Families across our Cluster. Improved Attainment in Numeracy and Literacy across the cluster.				
Person(s) Responsible Who will be leading the improvement?		Cluster Chair and CiIL, Education and Families Manager, Cluster HTs and HoEs, AML's and Pedagogy Practitioners from Cluster.			

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1,3	1,2	1,3	1.1,1.4,2.1,2.4,2.5,2.6,2.7,3.1	1,4	2,3,5	

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)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
<p>Develop effective cluster relationships.</p> <p>Build effective partnerships with range of NLC partners and other stakeholders.</p>	<ul style="list-style-type: none"> Identify Children and Families across the Cluster to benefit from early intervention/prevention and secure agreed funding from NLC Children Services Partnership to meet needs. The Integrated Wellbeing Team will actively promote and agree supports for Children and Families across the Cluster. 	<ul style="list-style-type: none"> Evaluate against NLC Education and Families Health and Wellbeing Framework. Evaluations from all cluster stakeholders in August and October will demonstrate level of engagement of Children and Families. Ongoing monitoring and tracking will identify positive outcomes achieved. A clear vision is established for Cluster working which is based on the development of good quality relationship based practice that embraces partnership working with Children and Families. 	By October 2021 mid-term break	

All practitioners across the Cluster know their professional responsibilities with regard to the GIRFEC refresh.	<ul style="list-style-type: none"> • All stakeholders will undertake Wellbeing Application training. • All stakeholders will use the Wellbeing Application. • Integrated Wellbeing Team Meetings will be attended by all key stakeholders on a monthly basis, calendar dates will be set in advance. • HART/ Multi-agency approaches for Cluster agreed. 	<ul style="list-style-type: none"> • 100% of identified staff trained and implementing the GIRFEC pathway. • Data on revised staged intervention approach will show decreasing numbers as stages escalate. • Data will see reduced numbers of children discussed at intensive level at Integrated Wellbeing Meetings • Monitoring and Tracking of attendance and outcomes from Integrated Wellbeing Meetings • Framework for Cluster Multi-agency working agreed and implemented 	August Inset Days 2021 – NLC Plan November Inset Day 2021 – Update	
Empowering Clusters Model is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.	<ul style="list-style-type: none"> • SAC teacher, where appropriate, mentoring in place for identified pupils. • Multi-agency training for the Integrated Wellbeing Team around the new Empowering Clusters Model. • All relevant staff will undertake Strengths & Difficulties Questionnaire (SDQ) analysis training • CIIL will work with schools where appropriate to develop Cluster wellbeing and attainment profile (risk matrix) 	<ul style="list-style-type: none"> • CST role and remit agreed for supporting children and families via the GIRFEC pathway. • All members of the Cluster trained and implementing the new Empowering Clusters Model. • Improvement in attendance supported and sustained. • Risk Matrix produced 	Training Implementation of “Empowering Cluster” Model – November 2021 Inset Day	
The Integrated Cluster Wellbeing Base is established, providing support to children and their families.	<ul style="list-style-type: none"> • Integrated Wellbeing Team support and develop the base at St. John Paul II & Cardinal Newman High School in terms of resource and functionality. 	<ul style="list-style-type: none"> • Evaluations and feedback from children and their families accessing the wellbeing base and receiving appropriate support as identified via the GIRFEC pathway. • The Integrated Cluster Wellbeing Base will be established, providing 		

		support to children and their families.		
All establishments in the Cluster are supporting children and families wellbeing after review of emerging issues following Lockdown.	<ul style="list-style-type: none"> All heads of schools and centres will implement and review 'Poverty Proofing Our School/ Centre' Policy for their own establishment. School Counselling in schools matched to identified need. Risk Matrix, where appropriate, used in all schools in the Cluster to track need, interventions and progress A Cluster based approach to the delivery of the recommendations of 'The Promise' will demonstrate a clear link with the ten principles of Intensive Family Support. Staff Mentoring in place for identified pupils Resources made available to support for parents & families. 	<ul style="list-style-type: none"> Increased number of appropriate referrals from schools to the Financial Education Team. Poverty Proofing measures of success are clear and robust. Counselling service in place – Cluster data managed by CIIL. Linked to wellbeing profile. Improvement in attendance. SDQ data analysis. Pupil Surveys analysed and acted upon Attendance and exclusions measures. Parent feedback – uptake in activities. 	<p>Policies to be reviewed by the end of February, 2022.</p> <p>Counselling data reviewed each term.</p>	
<p>Improve cluster attainment in Literacy.</p> <p>Review literacy learning and teaching approaches.</p>	SMT developing robust conversations with all staff to identify ACEL data and predictions/projected levels.	<p>Teacher confidence around discussions with colleagues in relation to understanding the standard/Benchmarks for each level.</p> <p>Examples of good practice.</p>	Reviewed each term. June completion	
<p>Improve attainment in Numeracy.</p> <p>Review numeracy learning and teaching approaches.</p>	<p>Identified times/opportunities for staff across the school community (ELPs/Primary Teachers and Secondary teachers) to meet at regular intervals to plan the process of Moderation.</p> <p>SAC Teacher where appropriate to work with identified groups for literacy/numeracy support.</p>	Assessment Data – SNSA/ ACEL/ Literacy & Numeracy tracking tools, pupil feedback, parent feedback.	Reviewed each term. June completion	

Resources

Please include costs and, where relevant, state where cost is being met from.

Home School Partnership Officer / CLD

SAC and PEF Teachers

Pupil Equity Funding

Community Learning & Development

YMCA

Counselling Service i.e. Teentalk
Pedagogy Practitioner training.
All staff to engage in NLC provision of training in Assessment & Moderation.
Education Scotland Self Evaluation Toolkit and Self Evaluation-Using the Moderation Cycle.
All staff to engage in leadership of Assessment & Moderation.

Evaluative Statement & Actual Impact/ Evidence	
December	
March	

2021-22 School Improvement Priority 1

IMPROVEMENT PRIORITY 1:	Improved Attainment and Achievement for all young people				
Person(s) Responsible Who will be leading the improvement?	HT; SLT; School Improvement / Self Evaluation Group; Principal Teachers; Subject Teachers.				

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1,	1, 2, 3,4,5,6	1, 2	1.1, 1.2, 1.3, 2.2, 2.3, 2.7,3.2,3.3	1,2,3,4,5	1,2,3	Articles 29 & 31

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)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Complete the review of our BGE curriculum.	<p>Finalise and agree with all stakeholders the S1-3 curriculum from session 2021/22 onwards.</p> <p>Plan and agree options exercise S1/2; S2/3; S3/4.</p> <p>Develop our CNHS Tracking tool to include skills, impact of HWB and nurture interventions.</p> <p>Audit and mapping exercise of curriculum entitlements including; DYW; STEM; Outdoor Learning; Sustainability; IDL and take steps to ensure that these are clear and embedded in the work of subject departments and whole school.</p>	<p>Better progression, flexible learner pathways, raised attainment and achievement across a range of measures including ACEL Data.</p> <p>Young people from S1 to S3 experience learning across all eight curriculum areas.</p> <p>Young receive other entitlements including opportunities for DYW/ Outdoor Learning / Learning for Sustainability / IDL.</p> <p>Departmental Review; Learning visits, learner and parent conversations, and teacher evaluations will show that children are appropriately challenged, engaged, happy and safe in school.</p>	December 2021.	

Begin review of Senior Phase curriculum.	<p>Review Senior Phase [using HGIOS4 QI 2.2].</p> <p>A focus on effective progression and learner pathways for all young people including additional courses and the provision of alternative and vocational educational opportunities.</p> <p>Work with subject departments, partners and providers to enhance curricular offer in senior phase.</p> <p>Strengthen partnerships between the school, colleges and local employers.</p>	<p>A senior phase curriculum which has a clear rationale and design; all stakeholders have been consulted and contributed to the development of the senior phase curriculum.</p> <p>There are appropriate learning pathways and a focus on developing skills for learning, life and work.</p> <p>The senior phase curriculum takes account of local circumstances.</p> <p>Senior phase provides enhanced vocational education including a formalised work experience for all young people in senior phase.</p> <p>Increased opportunities for certification and achievement including qualifications and courses (e.g. Foundation Apprenticeships, National Progression Award [NPA] Enterprise and Employability).</p> <p>All staff in curriculum areas make useful links between their classroom teaching and employability or career opportunities.</p>	June 2022.	
Improve quality of teaching and learning	<p>High quality online learning materials are developed and available for all courses.</p> <p>Agree and publish 2021/22 Departmental Review calendar.</p>	<p>See SIP No. 3 Digital Learning.</p> <p>Materials uploaded by class teachers and principal teachers. Materials available for young people to access.</p>	2021/22 – ongoing.	
Numeracy and Literacy	<p>Approaches are in place for early identification of students who have difficulty with literacy or numeracy.</p> <p>Catch Up Numeracy and Literacy programmes in place.</p> <p>The Literacy Working Group will continue to develop effective approaches to literacy across the school.</p>	<p>Catch up programmes in place.</p> <p>Reading for pleasure programme in place. Lunchtime Reading Clubs established.</p> <p>Literacy across the Curriculum Policy published and embedded to reflect good practice, raise awareness and effective use of benchmarks, and to raise attainment in literacy and comprehension.</p> <p>Establish numeracy group with defined roles for developing approaches to numeracy across the school.</p>	June 2022.	

Tracking and Monitoring / Learner Conversations	<p>Department and Whole School Focus on teacher / learner conversations to improve attainment.</p> <p>SLT / DHT / PT / PTPS tracking conversations to identify individual and groups of young people for support and interventions.</p>	<p>PTs and subject teachers to agree format and dates for learner conversations.</p> <p>Next steps agreed at departmental level.</p> <p>Calendar of meetings in school planner. Next steps and any resources identified and agreed.</p>	June 2022.	
Empowering young people and parents	<p>Provide good opportunities to Involve young people and parents in self-evaluation and whole school improvement activities – including the allocation of resources.</p> <p>Generate and publish feedback and analysis.</p> <p>Provide good opportunities [including digital and online] to involve parents and partners in self-evaluation and whole school improvement activities – including the allocation of resources.</p> <p>Design and Launch Parents' Portal.</p> <p>Update school website.</p>	<p>Microsoft Teams and Forms.</p> <p>Pupil Voice is a strong feature of our approach to self-evaluation and continuous improvement. We will use UNCRC Article 12 and the COP26 Conference in Glasgow as impetus to do even better in this area next session.</p> <p>We can show a clear relation between school improvement to feedback and views received from young people.</p> <p>We can show a clear relation between school improvement to feedback and views received from parents and partners.</p> <p>Publish the results from our online learning surveys and questionnaires and show how we have put feedback into action.</p>	June 2022.	
Plan and Deliver CNHS Future Fridays	<p>CNHS FF Programme includes opportunities for young people to attain and achieve.</p>	<p>Develop a bespoke programme of activities for Friday afternoons.</p> <p>Ensure disadvantaged children and young people are part of the Future Friday activities.</p> <p>Monitoring, tracking and evaluation of all aspects of the FF Programme.</p> <p>Evaluation of impact of Future Fridays in terms of improved outcomes for young people.</p>	August 2021 onwards.	

Deliver CLPL for all staff linked to increased attainment and achievement.			August 2021 onwards.	
Resources Please include costs and, where relevant, state where cost is being met from. PTs PEF SAC Teacher Future Friday Partners and Resources. Transport. CPD Courses. Ongoing investment of resources in ICT – School Improvement Priority 3.				

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2021-22 School Improvement Priority 2

IMPROVEMENT PRIORITY 2:	Improved mental, social, emotional and physical health of all children, families and staff				
Person(s) Responsible Who will be leading the improvement?	SLT; DHT (PEF); PTPS; PT SfL; PT (Future Fridays).				

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
3	1,2,3,4,	3	2.1,2.2,2.4,2.5,2.6,2.7, 3.1, 3.2	1,2,3,5,9,10,11,12	3,5	2,3,6,23,24,29

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)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Audit HGIOS 4 – QI 3.1	<p>Carry out Self-evaluation audit to identify HWB priorities. Identify and implement supports and interventions.</p> <p>GIRFEC Refresh – continue to update and provide training.</p> <p>Identify and provide appropriate (HWB) CLPL for staff.</p>	<p>New HWB programmes introduced.</p> <p>Staff engage in ongoing CLPL related to HWB needs identified.</p> <p>Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence.</p> <p>Staff and young people know and understand the use of the GIRFEC principles and processes and wellbeing indicators.</p>	August 2021 onwards.	

		Identified staff have been trained and are implementing the GIRFEC Refresh Part 2 – A Learner Journey		
Analyse SDQ data.	Attend SDQ training from trainers to analyse school data and next steps. Use data to identify children who may require wellbeing intervention via the GIRFEC pathway (e.g. Seasons for Growth, School Counselling).	Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence. Tracking and monitoring of interventions.	When data becomes available.	
All children and young people to participate in a range of outdoor learning experiences.	Embed outdoor learning in the curriculum so that all young people have opportunities to learn in the outdoor environment.	Opportunities for outdoor learning embedded in all subject departments S1-6. Learning visits, learner conversations and teacher evaluations will show that almost all children are happy and engaged in their learning	August 2021 onwards.	
Strong links with other services/partner agencies/third sector are firmly established to support pupils in their HWB recovery	Engage with appropriate partners to develop HWB programmes based on the needs of our young people.	Tracking and monitoring of staged intervention – updated CNHS Tracking Tool. Qualitative and quantitative information to measure impact.	August 2021 onwards – also see Future Fridays programme and planning.	
Encourage good self-care and provide opportunities for colleagues to discuss their wellbeing.	Slide sets, posters and other resources are available and used to support team discussion and promote good self-care practice. Opportunities are created for staff to come together for informal chat. Staff Retreats. Clear signposting towards staff wellbeing resources, including written guidance, courses and supports.	Regular discussion and sharing of ideas and good practice. Stress management skills are shared and encouraged. Staff participate in opportunities; there is a clear impact on staff wellbeing and morale.	Ongoing.	

Resources

Please include costs and, where relevant, state where cost is being met from.

DHT PEF / PTs PEF.

SAC Teachers.

Future Friday Partners and Resources. Transport.

HWB Partners including Counsellors / Ed Psych / CLD / other local authority partners and third sector.

CPD Courses.
Ongoing investment of resources in ICT – School Improvement Priority 3.

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2021-22 School Improvement Priority 3

IMPROVEMENT PRIORITY 3:	CNHS Digital Learning Programme
Person(s) Responsible Who will be leading the improvement?	SLT; DHT (S5/6); Digital Learning Team; PT PEF (Data)

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1,2,4	1,2,3,4,5,6	1,2,4,5	1.2,1.5,2.2,2.3,2.4,2.5,2.7,3.1,3.2,3.3	4,5,7,8,9,10,11,12	2,5	

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)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Develop and publish the CNHS Digital Learning Programme.	Plan to include: <ul style="list-style-type: none"> School overview of digital platforms and their use across stages/subjects. Effective approaches to digital online learning. A CNHS digital learning pathway including a whole school plan for digital home learning. How we will embed digital learning experiences across the curriculum. How we will develop consistent approaches to the use of digital learning across stages/subjects. Digital pedagogy to develop and enhance effective learning and teaching. How we will use digital and online learning to reduce the poverty related attainment gap. 	Staff / Young people and parent consultations. Planning overviews. Staff CLPL.	September 2021 onwards.	

	<ul style="list-style-type: none"> • How we will develop staff digital knowledge and skills and confidence in using digital technology. • How we will use digital tools for the assessment of learning. • Approaches to evaluate and track learner progress using digital platforms and learning – including teacher / learner conversations. See SIP 1 – raising attainment and achievement. • Effective digital learning CLPL for all staff. <p>Education and families' guidance on digital learning reviewed and adapted / implemented for Cardinal Newman High School.</p> <p>Develop use of collaboration tools in Glow to allow teachers, learners and parents to work together and share learning.</p> <p>Embed the world of work into digital skills and learning.</p> <p>Develop use of virtual learning environments for learners.</p>			
Publish 'COVID 19 Digital / online learning lessons learned' and next steps.		<p>Young people and parental consultations and outcomes published and implemented.</p> <p>Staff digital learning evaluations.</p>	September / October 2021.	
Maintain and update CNHS digital and online learning contingency plans for periods of self-isolation and possible school closures.	<p>All young people have access to a device and platforms which enable them to engage with digital learning.</p> <p>All young people have usernames and passwords to access online learning.</p> <p>All young people know expectations of remote learning.</p>	<p>CNHS Business Continuity Plan / Contingency Plan and Whole School Risk assessments.</p> <p>Timetable.</p> <p>CNHS HWB Hub Contingency Planning.</p>	August 2020 and ongoing this session.	
The impact of our Digital Learning Programme [including how we are closing the attainment gap] is tracked and monitored.	<p>Develop CNHS tracking and monitoring to include digital pedagogy / Digital Programme.</p> <p>Digital Team to track impact of pedagogies being developed.</p>	<p>Planning, tracking, and monitoring.</p> <p>Learner evaluations.</p> <p>Staff consultation.</p> <p>Parental evaluations.</p>	June 2022.	

	<p>Review digital approaches to teaching and learning with all staff</p> <p>Improve Teaching and Learning through adopting approaches that have greatest impact.</p> <p>Develop use of the Digital School to support pedagogical practice.</p>	Digital engagement data.		
Digital Technology used to allow young people and parents to contribute to decision making which affects the school community, including school improvement and the allocation of resources.	Plan for pupil voice/pupil council / parent council and forum groups to engage with digital technologies to develop whole school involvement and engagement.	Learner and parent evaluations. Staff consultation. Digital engagement data.	October 2021 onwards.	
Meet the standard for Digital Schools Awards and for Cyber Security & Internet Resilience Digital Schools Award.	Include the standards and conditions of the awards in the CNHS Digital Learning Programme.		October 2021 onwards.	
Resources Please include costs and, where relevant, state where cost is being met from. 2 x PEF PT (Digital Learning) Staff Training. Invest resources in ICT equipment and connectivity across the school.				

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2021-22 School Improvement Priority 4

Developing as a faith community – promoting gospel values.	
Person(s) Responsible Who will be leading the improvement?	SLT; DHT Link to RE; RE Staff; PTPS; Chaplaincy Group

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
2,3	1,2,5,	2,3,5	2.2, 3.1,	2,3,5,9,10,	1,2,3,4,5	

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)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Develop Morning Prayers and daily time for spiritual reflection / celebration of the Sacraments across the school day.	Morning prayers said daily on loudspeaker system. Rota of senior phase pupils to lead the prayers. Angelus at midday from October.	Young people and staff engage with morning prayers. Young people know their morning prayers including: Morning Offering, Our Father, Hail Mary, Glory Be... etc. Attendance and engagement in weekly Mass. Young people are learning Angelus in RE to begin in October.		

Develop retreat programme for staff and pupils.	<p>Programme of retreats for staff and pupils published and encouraged.</p> <p>INSET Day programme 2021/22 to include specific input related to developing as a faith community and promoting gospel values.</p> <p>Diocese of Motherwell - SECONDARY IN-SERVICE COURSES – SESSION 2021/2022.</p>	<p>Programme planned and published.</p> <p>Inset day programmes.</p> <p>DOM INSET Calendar published and promoted.</p>		
Our review of BGE and Senior Phase curriculum to identify areas of development for embedding Catholic Social Teaching.		See SIP 1.		
Raising attainment as part of our Faith Mission.	Develop opportunities for young people to achieve national qualifications and other certification.	All Caritas candidates meet the assessment criteria for the SQA Award Religion, Belief & Values Award Level 5 with an opportunity to progress to level 6.	2021/22 – ongoing.	

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NAME OF ESTABLISHMENT: Cardinal Newman HS
SAC/PEF ALLOCATION (FTE or resource):

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
SAC/ PEF RESOURCE SPEND



SAC/ PEF PLAN 2021-22

RATIONALE FOR SAC/ PEF PLAN

In Cardinal Neman High School we serve 920 children from S1-S6. 49% of the children attending the school live in SIMD 1 and 2.

A significant number of children and families attending the school experience a high number of risk factors that we know can threaten children's development. For example, living in poverty which can impact on parents/carers ability to respond sensitively to children's emotional needs. Evidence shows that parents/carers are not always emotionally available to respond to the needs of their child when experiencing the adverse effects of poverty.

The aim of this plan is to support targeted young people directly and to strengthen parent and carer capacity to support their child's development, encouraging the types of parental responses which research shows will result in improved outcomes for young people.

- By coordinating the support offered by Cardinal Newman High School with cluster primaries, partners and wider agencies we will enhance opportunities for consistent and focused engagement of all young people irrespective of their background and circumstances.
- We will ensure that all staff understand how knowledge and understanding of a young person's background is important in planning for that young child's teaching and learning.
- We will continue to work to ensure that staff understand what poverty looks like in our school and the wider cluster and how this impacts attainment in our setting.
- We will provide appropriate professional learning opportunities for staff (e.g. refresher inputs on literacy or numeracy to upskill teachers).
- Within a health and wellbeing context we will work alongside social work and other health colleagues to enable effective support to be coordinated and delivered to vulnerable children and families.

Our SAC/PEF plans focus on:

- Effective interventions to enhance young people's attainment in numeracy and literacy;
- Improving the emotional wellbeing and health of young people;
- Enhanced levels of engagement and support for young people living in deprivation and at risk, including improved attendance and removing financial barriers;
- Enhanced parental capacity in providing a nurturing environment and care for their child;
- Enhanced consistency of professional practice to improve outcomes for children and families;

In measuring the success of our plan in closing the poverty related attainment gap we will generate data to:

- Identify our poverty related attainment gaps;
- Identify appropriate interventions and supports;
- Measure children and parents' attendance and engagement, (SQA; ACEL; questionnaires; Parents' evaluations etc.);
- Evaluate specific plans for individual young people and their development and progress;
- Measure specific health and wellbeing outcomes for young people and parents;
- Measure any impact of staff professional review and development including questionnaires/feedback.

Costings (FTE or resource)	Focus area - Intervention Literacy / Numeracy / HWB	Intended Outcome Please describe your planned use of SAC/PEF allocation and what you intend to achieve.	Evidence Please indicate what evidence you are going to collect to show impact and progression (e.g. YARC / MALT assessment etc.)
DHT PEF 1.0 FTE	<p>School Improvement Priority 2: Improving Health and Wellbeing of staff and young people.</p> <p>Support mental, social, emotional and physical health of all young people, families and staff.</p> <p>Plan and develop whole school approaches to improve the mental health and wellbeing of the whole school community.</p>	<p>Mental Health First Aid (Staff)</p> <ul style="list-style-type: none"> • Welcome Back – self-care boxes for staff. • Supporting staff across the curriculum in mental health first aid training. • Producing materials for online use by staff and families. <p>Counselling for young people</p> <ul style="list-style-type: none"> • Coordination of school counselling service – Teentalk. • Organising and ensuring successful inclusion of school counselling service in-school. • Enhancement of service provided for pupils through use of TeenTalk – 2 additional counsellors who liaise with PEF PT, our HSPO and PST to provide coordinated support for vulnerable young people. • Strengthening pupil resilience and understanding of mental health and the supports available. • CPD opportunities posted on CNHS Staff Team for Mental Health, Domestic Abuse and Child Protection Training. 	<p>A member of staff trained in every department – supporting mental health and wellbeing of colleagues and pupils.</p> <p>Numbers of staff trained in mental health first aid.</p> <p>Online materials produced.</p> <p>Counsellors working in school from August 2021.</p> <p>Meetings and joint work with HSPO and Teentalk.</p> <p>Enhanced supports in place.</p> <p>CPD opportunities.</p> <p>Measure impact using pupil focus groups, surveys, etc.</p> <p>Updated CNHS Tracking Tool.</p>

	<p>Identify appropriate staff development needs.</p> <p>Provide a range of opportunities for colleagues to discuss and improve their wellbeing.</p> <p>Develop Cardinal Newman High School Future Fridays Programme and Leadership Academy from August 2021.</p>	<ul style="list-style-type: none"> • Further developing our school approaches to mindfulness and other means of supporting mental health and overall wellbeing. • Continued monitoring and evaluation using pupil focus groups, surveys, etc. <p>Mental health Policy</p> <ul style="list-style-type: none"> • DHT PEF to update school policy on mental health which now includes all new services – TeenTalk, CAMHS EIS, and CAMHS. <p>Developing PSHE Programmes</p> <ul style="list-style-type: none"> • DHT PEF to support PT Pupil Support staff in further developing resources and lessons to promote mental health awareness and pupil confidence in discussing mental health. • DHT PEF to liaise with HWB staff <p>Staff Mental Health</p> <ul style="list-style-type: none"> • DHT PEF to provide a staff Welcome Back resource box. • DHT PEF to construct a sign posting notice board in the Staffroom. • DHT PEF to liaise with HWB staff and organise/promote fitness and yoga classes for staff. • DHT PEF to help staff to submit Staff Welfare Officer Referrals when required. • DHT PEF to promote the development of mental health materials and activities for staff use. 	<p>Mental Health Policy planned and published.</p> <p>PSHE programmes updated – to include also Catholic Social Teaching.</p> <p>Resources produced.</p> <p>Events and information for staff.</p> <p>Notice Board.</p> <p>Programme of wellbeing activities for staff.</p> <p>INSET Day Programmes.</p> <p>Referrals submitted.</p> <p>Staff retreats and other events.</p>
PT PEF 1.0 FTE	<p>School Improvement Priorities 1 and 3:</p> <p>Raising Attainment and achievement & Digital Learning</p> <p>Develop the digital skills and confidence of young people and staff [and parents].</p> <p>Develop a CNHS digital pathway including consistent approaches to the use of digital learning across stages/subjects.</p>	<p>CNHS Whole School Dashboard (Data).</p> <ul style="list-style-type: none"> • Monitoring and Tracking of COVID19 related absence data • Continuation of and expansion of the use of the dashboard to track all aspects of pupil profile. This allows all staff to increase their knowledge of our young people to aid planning and identify appropriate supports to close the attainment gap. • Accurate data collection on attendance available to periods of self-isolation related to COVID19. • Using ACCEL Data to track progress through BGE from P7 levels of attainment. • Further development of the template tracking pupil progress through CfE levels in numeracy and literacy. <p>Literacy and Numeracy profiles</p> <ul style="list-style-type: none"> • Continuation of development/updating of all pupil assessment data, including primary data. This allows staff to develop a holistic profile of pupils and has allowed us to have a more effective and streamlined transition – avoiding any S1 'dip in performance'. <p>Numeracy Tracker</p>	<p>CNHS dashboard updated.</p> <p>Additional data produced, analysed and issued to staff.</p> <p>COVID19 Timetable / online and digital learning plans updated and maintained.</p> <p>Plans in place for periods of self-isolation and school closures, including arrangements for most vulnerable groups of young people.</p> <p>See SIP Priority 3 – closing the attainment gap through digital / online learning.</p> <p>Cardinal Newman High School Digital Learning Programme planned and published.</p> <p>Staff CLPL.</p>

	<p>Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.</p> <p>Develop use of Glow as a learning and collaborative environment for all learners and staff.</p> <p>Review and update school website.</p> <p>Launch CNHS parents' portal.</p> <p>Provide professional learning opportunities for colleagues.</p>	<ul style="list-style-type: none"> Continuation of development/updating of Numeracy Tracker in use with Maths Department for the processing of departmental marks lists and identification of attainment gaps. <p>Staff Devices</p> <ul style="list-style-type: none"> Coordination of NLC Digital Devices distribution. Liaising with ICT technician to plan and organise device distribution. Continuation of the programme of repurposing existing unused iPads for Teacher use. Moving forward our S.I.P priorities through the upskilling of staff digital confidence. 	
PT PEF 1.0 FTE x2	As above.	<p>Digital Learning Team</p> <ul style="list-style-type: none"> Extension of Digital helplines through email and website. A focus on providing support for online learning to vulnerable families and families in need of additional support(s). <p>Staff Support</p> <ul style="list-style-type: none"> Support the Pupil Support Team in their work by refreshing House Teams with every pupil in the school as a member of the relevant House. The House Teams provide young people (and parents) with direct online access to their guidance teachers and materials for HWB / Good Mental Health. <p>Parental Support</p> <ul style="list-style-type: none"> Production of Parent Guides to aspects of the online learning to allow parents to assist their children with the use of online learning resources. <p>GLOW</p> <p>Management of pupil and staff access to GLOW and connectivity.</p>	See SIP 3: Digital Learning Team and Cardinal Newman High School Digital Learning Programme.
PT 1.0FTE	Develop Cardinal Newman High School Future Fridays Programme from August 2021.	<p>Plan and coordinate Future Fridays programme.</p> <p>Use Microsoft Teams and notice boards to promote Future Fridays programme.</p> <p>Liaise with outside agencies to coordinate activities.</p>	<p>Future Fridays Programme developed and in place.</p> <p>Partnership working.</p>

<p>SAC Teacher 0.4FTE SAC Teacher 0.4FTE SAC Teacher 0.2FTE</p>	<p>Literacy and Numeracy</p> <p>Establish level of need (Numeracy) MALT testing Dyscalculia Testing IDL Literacy & Numeracy</p> <p>Establish level of need (Literacy) Single Word Spelling Test (SWST) testing Single Word Reading Test (SWRT) testing YARC testing Dyslexia Testing</p>	<p>Establish level of need (Numeracy) MALT testing</p> <ul style="list-style-type: none"> • SAC Teachers to test individuals with numeracy difficulties. To test the whole of S1 at the end of this academic year when they have covered all of the topics in the Age 12 MALT test. • Dyscalculia Testing – baseline testing to establish numeracy difficulties and support assessment process completed by the Educational Psychologist. <p>IDL Literacy & Numeracy online intervention programme.</p> <ul style="list-style-type: none"> • Supporting of pupils on lower pathway in Mathematics. • SUMDOG numeracy and literacy online intervention programme. <p>Other Numeracy Interventions to close the attainment gap in place in CNHS</p> <ul style="list-style-type: none"> • Identifying and sourcing suitable differentiated numeracy resources for ASN pupils • Number Box • IDL • Sum Dog • Catch-up Numeracy • Rigour Maths • Scholar <p>Establish level of need (Literacy)</p> <ul style="list-style-type: none"> • Single Word Spelling Test (SWST) testing – testing whole of S1 for baseline results to support monitoring and tracking. Results shared with staff on School SAC Spreadsheet. • Single Word Reading Test (SWRT) testing – testing whole of S1 for baseline results to support monitoring and tracking. Results shared with staff on School SAC Spreadsheet. • YARC testing (York Assessment of Reading Comprehension) – more targeted testing of pupils identified as having a literacy difficulty to assess what interventions are needed. • Dyslexia Testing – baseline testing of individual pupils, from parental request, to establish difficulties and support the assessment process completed by the Educational Psychologist. • Targeted Individuals working with SAC Teacher / ASN pupils on phonics to support literacy. • Individual ASN pupils to be given one-to-one consolidation of work with SAC teacher covered in Read Write Inc. where needed. • Read Write Inc.: Fresh Start - Delivery of intensive literacy catch up/intervention programme. 	<p>Baselines established and used to plan interventions.</p> <p>Programme of interventions and supports in place.</p> <p>Materials planned and produced.</p> <p>Differentiated materials produced. Programme of CLPL in place.</p>
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In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following:

What has worked well in your overall strategy to achieve impact?

What has worked less well or could be improved?