



Driving Equity and Excellence

Improvement Action Plans

Session 2022-23

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

Improvement Plan Summary	
Cluster Priority 1:	Improve engagement and attainment by supporting increased attendance at school.
Cluster Priority 2:	To establish partnership working with Children and families consistent with the National Commitment of “The Promise”.
Whole School Improvement Priority	AABOUT Programme

Education and Families Priorities

1	2	3	4	5
<p>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p>	<p>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p>	<p>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p>	<p>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>Vulnerable Groups- Improved outcomes for vulnerable groups.</p>
<p>Improvement Actions</p> <ul style="list-style-type: none"> • Raising Attainment Strategy <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • SAC/ PEF Plan <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 and Improvement Hub <ul style="list-style-type: none"> ◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • GIRFEC <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • Curricular Progression <ul style="list-style-type: none"> ◦ A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters. • DWY Strategy <ul style="list-style-type: none"> ◦ The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme. • Digital Classroom <ul style="list-style-type: none"> ◦ Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • Support for Families/ Young People at Risk <ul style="list-style-type: none"> ◦ There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support. • Care Experienced Young People <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

School Vision and Values

Following consultation with our pupils, staff and parents, Cardinal Newman High School agreed on the following values to guide our work and our relationships with each other and the wider community.

Caring

We care for everyone around us; in our own community and in a wider global sense

Achieving

We are clear as individuals and as a school community what our aims and goals are

Respect

We respect each other and our different cultures, views and opinions

Determined

We are focused on our aims and goals and are proactive in identifying and removing barriers

Independent

We are encouraged to be independent learners and our individual opinions are valued

Nurtured

We know each other's needs and we provide effective educational and emotional supports

Ambitious

We are ambitious for ourselves and others and work collectively to achieve our aims

Learning

We have high expectations for ourselves and others, we review and evaluate our performance, and we celebrate our successes

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)

We ask pupils, parents and partners to tell us their suggestions and ideas for the school improvement plan through surveys and questionnaires. We put these ideas into practice. Pupil Voice group contributes directly to the school improvement planning process as does the Parent Council.

2022-23 Improvement Plan

Cluster Priority 1 : Long Term Outcome				
What do you hope to achieve? What is going to change? For whom? By how much? By When?				
Person(s) Responsible Who will be leading the improvement?		Cluster HT's		
(Please insert the relevant information below using the codes above)				
NIF Priority: 2, 3, 4, 7, 9		NIF Driver: 3, 4, 6		
NLC Priority: 1, 2, 3, 5		QI: 1.1, 2.3, 2.4, 2.6, 3.1, 3.2		
PEF Intervention: 2, 3, 5, 10		Developing in Faith/UNCRC: 5		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. PEF funding to purchase Family Attendance Support Worker				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? CNHS Cluster recognise that since the pandemic, attendance across the cluster has dropped. This has been detrimental to learner attainment and learner mental health. Attendance over the last 2 years as compared prior to the pandemic indicates attainment and achievement levels have been adversely affected. The CNHS Cluster will promote positive practices that will engage learners and families in increasing attendance at school and in so doing improve outcomes for learners and their families.				
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. Each school within the cluster will identify spending specific from PEF budgets that promote attendance and engagement.				
<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</u>	<u>EVALUATION CHECKPOINT 2</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)		
Improved motivation to attend school: target specific learners demonstrating low absence rate.	Progressive and targeted support for family engagement will be prioritised linked to trigger attendance levels of below 85% in secondary, below 90% in primaries.	Monthly data from each school will be collated with information being shared with whole school community as a celebration of success/motivation for improvement.		
Targeted support for identified learners	Family Engagement Worker will be appointed to engage with primary and secondary identified needs within families.	Individualised data as a basis for improvement. Identified pupils in each school 10 in primary 20 in secondary attendance below 85%.		

		Target 5%-10% improvement Support for learners and families as appropriate.		
Improved engagement with learners and families	Attendance surveys carried out that focus on support for families and address mental health issues affecting attendance.	Learner views gathered termly regarding their learning and curriculum.		
Increased attendance leading to improved engagement and attainment.	Individual schools will create procedures to celebrate attendance success. Schools will share their best practice in engaging with learners and families,	Targeted Future Friday activities will engage learners. % of target group taking up offers. This will be linked with the primaries offering secondary pupils the opportunity to build leadership skills		
Enhanced wellbeing support for learners and families	Counselling for P6/7 and secondary available to schools.	Evaluations from Counselling Services		
Increased engagement with Third Sector organisations through the Children's Mental Health and Wellbeing Fund	Programmes designed to engage children and families in a variety of innovative and creative activities to enhance mental health and wellbeing.	Ongoing evaluations in line with funding timescales.		
Final evaluation:				
Person(s) Responsible Who will be leading the improvement?				

Cluster Priority 2 : Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Implement the national commitment “The Promise” into cluster practice. (Year1)
Person(s) Responsible Who will be leading the improvement?	Cluster HT’s, CIIL.

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

NIF Priority: 2,3	NIF Driver:1,3
NLC Priority:2,3,5	QI:1.1, 2.3, 2.4, 2.6, 3.1, 3.2
PEF Intervention: 1,2,6,10	Developing in Faith/UNCRC: 2, 5

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?
 CNHS Cluster will begin the process of implementing “The Promise” to support inclusion for all learners and their families. Wellbeing bases have been fully established in CNHS and St. John Paul II. Increased provision across the cluster to support vulnerable learners and families has placed CNHS cluster in a positive position to begin the implementation of “The Promise”.

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.**
 Each school within the cluster will identify spending specific from PEF budgets that promote attendance and engagement.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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)		
Colleagues engage with the National commitment to, “The Promise” across all cluster schools.	Programme of engagement for staff planned across the academic year working closely with CIIL. Behaviour is Communication <ul style="list-style-type: none"> • Trauma informed practice • ACES • Brain Development • Relationships and Supporting Wellbeing 	Increased staff knowledge, understanding, and awareness of the National and Local commitment to keeping ‘The Promise’ will enhance practice across the cluster.		
Integrated Wellbeing Meetings support planning and	Embed the scaffolding approach to working with children and families to ensure the workforce is supported by	Information and evaluations shared through the monthly Integrated Wellbeing Meetings for planning at Cluster level		

interventions for whole family support.	a system that provides support is there when needed.			
Increased attendance and reduction in exclusions across the cluster.	Implement a process map to support attendance through the GIRFEC Pathway and consider the five foundations contained within 'The Promise' , <i>Voice, Family, Care, People and Scaffolding.</i>	GIRFEC procedures continue to support learners and families. <ul style="list-style-type: none"> • Identification • Assessment • Planning • Implementation 		
Strengths & Difficulties questionnaires help to gather information to support learners and families.	Continue to gather information from the SDQs to inform targeted support.	Strengths and Difficulties data allow schools to target appropriate support		
Integrated wellbeing hubs offer space for variety of interventions and support for learners and families.	Ongoing support linked to Third Sector Organisations activities through the Children's Mental Health and Wellbeing Fund.	Evaluations through the current Third Sector Timescales		
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Final evaluation:				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Implement CNHS AABOUT Programme (Attainment, Attendance, Behaviours, Opportunities, Uniform, Timekeeping) A programme to drive improved performance across these six areas against a series of measures.
Person(s) Responsible Who will be leading the improvement?	HT; SLT, PTPS, PT SfL; SAC and PEF Team; DYW and Outdoor Learning Teams; Digital Team; Teachers; Partners.

(Please insert the relevant information below using the codes above)	
NIF Priority: 1,2,3,4	NIF Driver: 1,2,3,4,5,6
NLC Priority: 1,2,3,4,5	QI: 1.1,1.2,1.3,1.5, 2.1,2.2,2.3,2.4,2.5,2.6,2.7,3.1,3.2,3.3
PEF Intervention: 1,2,3,4,5,7,8,9,10,11,12	Developing in Faith/UNCRC: 1,2,3,5 Articles 2,3,6,23,24,29&31
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?

- Attainment** – Improve WSMs for 5 + N3 and 5+ N4 Qualifications. Implement a whole school approach which ensures that all evidence is completed and recorded for all young people in advance of end of S4 session. Our WSMs for these measures are lower than other schools in the local authority.
 Attainment – Raise % of S4 attaining 1+ National 5 to 90% = 134 pupils. (August 2022: 86.57% = 129 pupils)
 Attainment – Raise % of S4 attaining 5+ National 5 to 40% = 60 pupils. (August 2022: 36.91% = 56 pupils)
 Attainment – Raise % of S5 attaining 1+ Higher to 70% = 105 pupils. (August 2022: 57.06% = 98 pupils) (August 2019: 63.6% = 112 pupils)
 Attainment – Raise % of S5 attaining 5+ Higher to 20% = 30 pupils. (August 2022: 14.71% = 25 pupils) (August 2019: 13.6% = 24 pupils)
 Attainment – Raise % of S6 attaining 1+ Higher to 75% = 129 pupils. (August 2022: 67.44% = 116 pupils)
 Attainment – Raise % of S6 attaining 5+ Higher to 35% = 60 pupils. (August 2022: 26.16% = 45 pupils) (August 2019: 18.4% = 32 pupils)
 Attainment – Lower % of no awards at National 5 in S5/6 in Maths and Science. We currently have 92 young people in S5/6 who are on their first or second attempt at passing National 5 Maths. 31 young people in S5/6 are on their second or third attempt at a National 5 Science. We will put systems in place which will reduce the number of young people finishing S6 with 'No Award' following 1,2 or 3 attempts.
 Attainment (BGE) – Whole school quality assurance measures updated and in place to ensure consistent high-quality teaching and learning across subject departments.
 Attainment (Digital Skills) – Whole school digital plan – including developing virtual learning environments and embedding digital learning experiences across faculties and the curriculum.
- Attendance** – Implement a series of measures to ensure whole school attendance average is 90%+. School attendance for 2021/22 is 86.4% v 85.7% in 2019 and 89.7% in 2015. Absence from school has a negative impact on teaching and learning, health and wellbeing and performance in national qualifications. The Digital Team are developing and building a CNHS Digital School to support young people and their families who are absent from school and to ensure a successful return to school following absence. Subject departments will prepare a departmental initiative to support improved attendance. All departments will develop materials to support young people on their return to school following absence. We will develop House Identity as a way of improving school attendance and the aims of the AABOUT Programme. We will use a system of rewards to recognise good attendance.
- Behaviours** – A focus this session on our new CNHS Promoting Positive Behaviour Policy; 10 Point Plan for Effective Teaching and Learning (Teachers); Anti Bullying Policy and Materials. Young people are designing their 10 Point Plan for Effective Learners which we will agree and publish this session.

Introduce AABOUT / Registration and House Year Group Assemblies. Discontinue TIMEOUT Room as a behaviour management policy and focus on universal, targeted and intensive approaches to improving and managing behaviour based on our school data. We will offer all young people an alternative to exclusion programme which we are planning to introduce this session.

We aim to reduce the school exclusion rate this session from around 3% of the school cohort to 1.5%. We know that the young people we exclude may not have a responsible adult to carry out the role we might ideally expect during a period of exclusion. Young people who are excluded from school might be exposed to additional harm. We are planning an 'alternative to exclusion' programme to be rolled out in session 2022/23. The programme will involve working with partners to change the patterns of behaviour which can lead to exclusion from school. In session 2021/22 we had 48 exclusions, 41 pupils were excluded, 192 openings were lost to exclusion. 80 of the openings were for vaping; 78 for fighting and physical assault; 26 for bullying including cyberbullying. Our alternative to exclusion programme will contain specific inserts to challenge those behaviours and provide support where necessary. Almost all of the young people excluded were in S1-3. No young person in S5 or S6 was excluded last session. 5 young people have been excluded since January 2022 which equates to 20 openings. Since April 2022, no young person has been excluded from school.

SDQ Questionnaires: Revisit results of our school survey this session. Prepare new CNHS SDQ questionnaires for teachers, parents, and young people. Gather the responses from the surveys, carry out an analysis with the Data Team and PTPS – agree next steps / interventions.

- **Opportunities** – As part of our AABOUT Programme we will plan and deliver a range of opportunities this session mainly based on two specific areas - Outdoor Learning and DYW. Every young person in S4 will have a formal 8-week workplace placement beginning in October 2022. Every young person in S1-3 will have opportunities for curricular and extracurricular outdoor learning experiences.

Future Fridays – continue to develop the range of opportunities we provide. We are aiming for 20% of school roll attending Future Fridays next session. A focus on the new S1 pupils.

- **Uniform** – By the end of week 1 of the new session every young person in Cardinal Newman High School will have or will have been provided with [or offered] a full school uniform including shoes and blazer. We have used funding from William Grant Foundation to fund blazers for every young person in S1 and S6. We have used PEF funding to pay for items of school uniform for young people who would not otherwise be able to afford to pay for them.
- **Timekeeping** – AABOUT Programme to support. Departmental improvement plans (DYW improvement aims).
- **Data and Analysis** – for all new interventions and actions to support improvement and the AABOUT Programme the Data Team will devise appropriate tools to measure the impact of the improvement work.

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</u>	<u>EVALUATION CHECKPOINT 2</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)		
Attainment: <i>Greater numbers of young people attaining SQA National Qualifications.</i> <i>Less young people achieving no award in</i>	Identify and share target groups of pupils in senior phase. Systems in place to ensure pupils make the right course choices at transitions and following SQA performance. More frequent meetings with Faculty Heads to agree course choice decisions	August 2023 SQA performance across the identified measures and for the targeted groups has improved. Through additional opportunities for class teachers to provide PTs / SLT with names of target groups who are not on track. (In addition		

<p>Attendance:</p> <p><i>Raise attendance to 90% + Across all year groups.</i></p>	<p>Identified 153 young people across S1-6 with “mild concerns” for their attendance, i.e. between 85% and 89% weekly attendance. This group will be the key focus of our work to improve attendance across the school.</p> <p>New AABOUT Registration Period each day.</p> <p>Updated Absence Protocol: what happens when a young person is absent / who does what? / Protocol to include procedures for young people who have returned to school after a period of absence and referral criteria to partners and other agencies.</p> <p>Attendance Support Meetings (Parents, Young People with attendance concerns, PTPS, SLT, Partners)</p> <p>CNHS Digital School/Online Support</p>	<p>CNHS Attendance Tracker updated to produce ongoing attendance and absence data.</p> <p>Data Team provide monthly analysis – to inform next steps.</p> <p>Develop CNHS Attendance Tracker this year to include new “reasons for absence” tab. We will use the additional “reasons for absence” information to develop new interventions and supports.</p> <p>Attendance Agreements agreed and in place following the attendance support meeting. We will monitor progress of the agreements and evaluate progress and impact. Attendance Agreements contain the reasons for the ongoing absence, the steps the school and the family [and other partners] need to take to get the young person back to school.</p> <p>All Subject department developed online / digital materials to support young people during and following absence.</p> <p>CNHS Digital School online next session. Young people and parents use this online support at home and in school. Digital Team will also develop insight tools to measure the success of the online school.</p> <p>CNHS Digital Programme published next session. Digital</p>		
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	<p>(d) Online Behaviour</p> <p>Targeted Groups of Young People at Future Fridays engaged in programmes and activities that support young people in danger of being excluded and challenge the types of behaviour which can lead to exclusion.</p> <p>Create new CNHS SDQ Questionnaires, Survey young people, teachers and parents, identify and put interventions in place.</p>	<p>Data collected by Programme Lead and analysis carried out.</p> <p>Feedback from staff, young people, parents and partners.</p> <p>We will use the plan in our discussions with young people and families and for planning behaviour supports.</p> <p>School Referral System Attendance and Exclusion Data Weekly SLT/ PTPS Meetings.</p> <p>Numbers of targeted young people participating in the programme.</p> <p>Programme evaluations including input from partners (Counselling Service; HSPO; Cluster Staff; 3rd Sector Partners)</p> <p>Update SDQ questionnaires and COVID19 work carried out previously.</p> <p>Design and agree new questionnaires (Parents / Teachers / Young People) – gather information the surveys provide and plan appropriate in-school interventions and with partners.</p> <p>Impact: We identify the young people and families who have been targeted for support and why.</p> <p>We will set out the targeted intervention we have put in place.</p>		
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		We will measure impact of the interventions using the newly developed questionnaires and feedback from all stakeholders involved in the process.		
<p>Opportunities</p> <p><i>BGE: Curricular Entitlements (Outdoor Learning and DYW)</i></p>	<p>Principal Teachers carrying out audit/mapping of outdoor learning and DYW curricular and extracurricular offer in their subject departments.</p> <p>Subject departments to resume their work with partners, education establishments and employers to enhance their DYW and Outdoor Learning Offer.</p> <p>All S4 pupils will have a formal work experience programme beginning in October 2022.</p> <p>DYW Team to develop DYW Partnership Framework.</p> <p>OL Team to develop a partnership framework to develop Outdoor learning opportunities.</p> <p>PT Future Fridays works with colleagues and partners to update our FF Programme.</p>	<p>Outdoor Learning Team and DYW Team will work with subject departments to carry out audit and identify a specific departmental improvement aim.</p> <p>All subject departments have new / additional Outdoor Learning and DYW opportunities as part of their curricular and extracurricular offer.</p> <p>We will involve young people, parents and employers in evaluating the impact of the work experience programme. The DYW Team will provide a whole school end of session report on the work experience programme.</p> <p>Attendance of employers at the calendar of events. Enhanced DYW offer in the BGE.</p> <p>Successful work experience programme in place for all young people in S4.</p> <p>Updated Future Friday Programme is published each week.</p> <p>Numbers of young people attending FF as a % of school roll.</p> <p>PT Future Friday provides termly reports on the FF Programme.</p> <p>Parental surveys and questionnaires.</p>		
Final evaluation:				

PEF ALLOCATION: £ 111,475

SAC RESOURCE: N/A

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2022-23



RATIONALE FOR EQUITY PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing 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
AABOUT Programme			Please describe your planned use of PEF allocation and what you intend to achieve	Please indicate what evidence you are going to collect to show impact and progression
PT PEF: Attendance and Exclusion		<ul style="list-style-type: none">PT works with colleagues across the school and with partners to achieve the aims of the AABOUT Programme (Attendance).PT works with AABOUT Teachers and Data Team to develop systems for the effective analysis of attendance and exclusion data and to develop effective attendance interventions.	<ul style="list-style-type: none">Whole school attendance at 90+%.Accurate whole school attendance data is available in order to deliver the attendance aims of the AABOUT programme.Attendance interventions are in place to support improved attendance at school.Calendar of Attendance Forums in place. Attendance Agreements are leading to improved school attendance.	<ul style="list-style-type: none">Improved attendance and exclusion data.More young people in SIMD1 and 2 are attending school.Attendance Agreements are in place and leading to improved attendance.Attendance interventions will address nonattendance due to poverty related factors.PTPS will provide ongoing attendance updates for each HOUSE.

<p>PT PEF: Digital Learning (x2)</p>		<ul style="list-style-type: none"> • PT works with AABOUT Teachers, PTPS and Data Team to identify attendance trends and to plan and deliver effective attendance supports for young people and families. • PT will lead improvement work on Attendance Forums and will monitor effectiveness of Attendance Agreements. • Plan, deliver and lead the “alternative to exclusion” programme. • The 2 PTs lead the work of the Digital Team which includes: <ul style="list-style-type: none"> (a) Developing consistent whole school approaches to digital learning across faculties to enhance teaching and learning and develop digital skills; (b) Supporting all subject departments to maintain and improving their digital/online curriculum and additional digital supports for young people and parents; 	<ul style="list-style-type: none"> • PT and Data team will provide whole school analysis of how our AABOUT Programme has improved attendance and reduced the attainment gap. • Reduction in poverty related attainment gap resulting from low attendance. • Alternative to exclusion programme in place. • Less young people, particularly those who are experiencing socio economic and other background difficulties, are excluded from school. • Effectively support the behaviours which lead to exclusion in school. • Support staff and other young people who have experienced anti-social behaviour. • Each faculty has a digital plan linked to the whole school plan, which includes support for young people following absence and differentiated materials. • Faculties have a plan for developing digital skills. • Cardinal Newman High School Online is ready this session. 	<ul style="list-style-type: none"> • PT FF will work with the PT PEF (Attendance and Exclusion) to provide an analysis of the effectiveness of the alternative to exclusion programme in reducing exclusions and changing some of the behaviours which can lead to exclusion from school. • Reduced number of exclusions. • Alternative to Exclusion Agreements in place and evaluated. • Feedback from young people, parents and staff. • Feedback from partners. • PTs will agree and publish evaluation of progress made towards digital aims this session across a range of measures: including engagement; use, views and opinions. • Faculty Heads will provide and evaluation of their departmental improvement plan which will include progress made towards improving the digital skills of all young people in the faculty.
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<p>DHT PEF 1.0FTE Raising Attainment and Positive Leaver Destinations</p>		<ul style="list-style-type: none"> (c) Supporting all subject departments to improve digital skills for young people through the BGE curriculum; (d) Designing and building Cardinal Newman High School Online; (e) Supporting subject departments with their DYW improvement targets next session; (f) Ensuring all young people are working on MWOW and other digital forums to enhance DYW skills in the BGE and prepare pupils for world of work; (g) Continue to develop and improve the school website; (h) Design, deliver and analyse questionnaires/surveys for young people, parents and staff; (i) Work with other colleagues in updating, issuing and analysing a new CNHS SDQ questionnaire; (j) Work with data team and other colleagues to plan and design digital measurement/impact tools for the aims of the AABOUT programme; (k) Plan and Deliver Digital Skills Course for Parents and Carers <ul style="list-style-type: none"> • Develop effective systems for the tracking and monitoring and reporting of progress and achievement, HWB, attendance, and PLD. • Support subject departments and teachers to use data to identify gaps in attainment, and to identify appropriate interventions. • Support curriculum leaders and subject teachers in the gathering and 	<ul style="list-style-type: none"> • All website information from previous years is updated. • 21st Century digital learning space ready for use by young people and parents. Digital Skills Course advertised and parents signed up. <ul style="list-style-type: none"> • Maintain and improve CNHS Data Tools including attainment, attendance and equity toolkits. • Identify target individual and groups of young people to increase attainment for all and reduce the PRAG. 	
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<p>DHT PEF 0.6FTE Improving Health and Wellbeing of Staff and Young People</p>		<p>effective analysis of attainment and PLD data to inform next steps.</p> <ul style="list-style-type: none"> • Lead the CNHS Developing the Young Workforce Team. • Work with a range of business partners to enhance our DYW Programme and deliver tailored work experience programmes for all young people in senior phase. • Better support for young people to ensure they achieve a PLD. • Work with PT Attendance and Exclusion, and PTs Digital Learning to achieve school improvement targets. • Plan and deliver a range of associated professional learning opportunities for colleagues. <ul style="list-style-type: none"> • Plan and deliver interventions which support better mental, social, emotional and physical health of all young people, families and staff. • Plan and deliver interventions which support young people to overcome socio economic barriers and which ensure equity of opportunity. • Carry out HGIOS 4 QI3.1 whole school self-evaluation; publish the results and analysis of the audit which sets out areas of strength and areas for development; plan supports and interventions for the parts of the QI where we need to do better. • Plan, publish and evaluate CNHS SDQ. Work with PEF colleagues to plan and deliver interventions which support the areas for development. • Building Back Better – work with the PT PEF and PEF Teachers to take forward the evaluations we carried 	<ul style="list-style-type: none"> • Teachers are confident in analysing data in order to plan next steps and to target young people for support. • All faculties have specific DYW opportunities for young people. • All faculties have a partnership with business / commerce / FE partners. • All young people have a work experience programme in S4. DYW Team will provide targeted support for young people who require more help to achieve / maintain a workplace placement. • Improved School Leaver / DYW Programmes to better support young people into PLDs. <ul style="list-style-type: none"> • Update PHSE Programme to include mental health and wellbeing supports and positive relationships. • Educational Psychologists: one to one and group sessions to target anxiety induced absenteeism. • Survey staff and provide CLPL to support aims of the AABOUT Programme and combat socio economic factors. • TeenTalk sessions – evaluate more effectively the impact of our school-based counselling service. • HSPO – new groups set up to target both young carers and care experienced young people. 	<ul style="list-style-type: none"> • Feedback from young people, teachers and parents. • SDQ Questionnaire results. • PSHE teachers. • Reduction of anxiety induced absenteeism. Attendance Tracker. • Calendar of CLPL events identified and in place. • New questionnaires for pre and post counselling. • CNHS Cost of the School Day Report.
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<p>2 x PEF Teachers @ 0.4FTE = 1.2FTE</p>		<p>out during the COVID19 Pandemic and immediately after and the identified next steps.</p> <ul style="list-style-type: none"> • Work with PTs PEF and other colleagues to plan and publish a CNHS Family Learning Plan. • Plan and deliver professional learning opportunities for colleagues. <ul style="list-style-type: none"> • Plan and deliver a range of literacy, numeracy and nurture interventions to improve numeracy and literacy skills and narrow the attainment gap. • Improve baseline numeracy benchmark/assessment data for P7/S1 pupils. • Improve the numeracy skills of targeted pupils through use of Concrete Resources and Maths Balance programme. • Improve the numeracy intervention process as part of Dyscalculia testing. • Continue to deliver and enhance support for targeted groups to close the literacy attainment gap. <ul style="list-style-type: none"> • Plan and deliver social and emotional interventions to improve attendance including outdoor learning. • S1 nurture groups - planning for these groups extended to include outdoor learning opportunities. • Plan and deliver new S1-3 attendance support groups for targeted individuals through one-to-one or small group support. • Ponies Help Children Programme. A programme to support young people 	<ul style="list-style-type: none"> • Provision of full school uniform to alleviate severe economic difficulties currently facing many of our families. • Continuing to develop our school approaches to eliminating school based costs for targeted young people and families. <ul style="list-style-type: none"> • Targeted pupils accurately identified for numeracy catch up programmes to close numeracy attainment gap. • Deliver Maths Balance programme with targeted groups of S1 pupils. • Plan, deliver and evaluate Catch-up Numeracy Programme for identified pupils. • RWI delivered. • Literacy benchmarking in place and interventions delivered. 	<ul style="list-style-type: none"> • Numeracy interventions identified and in place. • Retesting of young people pre and post interventions. <ul style="list-style-type: none"> • SDQ Questionnaire • School environment / outdoors projects planned and delivered.
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		<p>who are potential school refusers and increasing numbers who have elective mutism.</p> <ul style="list-style-type: none"> • Drawing and Talking Therapy. A programme to allow children to process emotions and express emotions and experiences more effectively. • Improve ICT provision and skills for targeted pupils to allow for greater independence and accessibility to the curriculum and assessments. 		
		<ul style="list-style-type: none"> • Additional ICT support in class and digital materials / assessments for targeted pupils. Removing barriers to curriculum and effective assessment of targeted young people. • Staff training to deliver. 	<ul style="list-style-type: none"> • Increased number of pupils using digital assessments instead of a scribe. • Digital prelims in place. 	
2 X PEF (Numeracy) Teachers	<p>Total staffing:£97,471.00</p> <p>August - March</p>	<ul style="list-style-type: none"> • Additional period of numeracy for all young people in S2 and S3. • Additional supports in place for young people at first and second level numeracy. • Staff training to deliver numeracy supports and interventions including Abstract/Concrete/Pictorial interventions to support least able learners and close numeracy attainment gap. PEF Teacher is numeracy coach. Cluster. • IDL project on Code Breaking for National Numeracy. 		

EQUITY CHECKPOINT 1: JANUARY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

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EQUITY CHECKPOINT 2: MAY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

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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	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	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

<p>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 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</p>	<p><u>PEF INTERVENTIONS</u></p> <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 <p><u>Education and Families Priorities</u></p> <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. 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
<p>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></p>		
<ol style="list-style-type: none"> 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. 		