North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plans

Session 2023-24

School:	Cardinal Newman High School
Cluster:	Cardinal Newman Cluster
Head Teacher:	Robert Smith

Improvement Plan Summary	
Cluster Priority 1	Improve engagement and attainment by supporting increased attendance at school. (Year 2)
Cluster Priority 2	Embed partnership working with Children and families consistent with the National Commitment of "The Promise" (Year 2)
School Priority 1	AABOUT Programme
School Priority 2	Developing in Faith

Education and Families Priorities

1	2	3	4	5
Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.	**Equity - Closing the attainment gap between the most and least disadvantaged children and young people.**	**Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.**	**Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**	**Vulnerable Groups- Improved outcomes for vulnerable groups.**

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
	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 and Improvement 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.
		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
			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.
			•
				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.
				•

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. We share our improvement priorities with young people at weekly assemblies and at focus groups. The digital team seek views from young people during the year.

2023-24 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?	Raise learner engagement and attainment through promoting high levels of school attendance.
Person(s) Responsible Who will be leading the improvement?	Cluster Chair, CIIL, 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 have in 2022/23 focussed on improving attendance across the cluster with each school adopting strategies to improve engagement and work towards set targets. The cluster recognise that poor/weak attendance is detrimental to learner attainment and learner mental health. Attendance over the last year has improved and or stabilised in all cluster schools with further progress planned for in 2023/24. 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.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Improved motivation to attend school. Target specific learners (20 in secondary, 10 in primary) demonstrating low absence rate of below 85% in secondary and below 90% in primary.	Progressive and targeted support for family engagement will be prioritised linked to trigger attendance levels of below 85% in secondary, below 90% in primaries. Individual Primaries will reflect their own target %	Monthly data from each school will continue be collated with information being shared with whole school community. Data will be shared with appropriate staff to aid tracking and monitoring of individual learners as appropriate.		

Targeted support for identified learners in place.	Attendance information and the relationship to attainment will be shared with all families. Individual learners will be supported to improve attendance.	Data will be shared with appropriate staff to aid tracking and monitoring of individual learners as appropriate.		
Improved engagement with learners and families.with named individuals to work with the Family Engagement Support Assistant	The recently appointed Family Engagement Support Assistant will engage with primary and secondary identified needs within families.	Learner views gathered termly regarding their attendance, learning and curriculum.		
Increased attendance leading to improved engagement and attainment through collaboration with families and Family Engagement Support Assistant	Individual schools will create procedures to promote and improve attendance. Schools will continue to share their best practice in engaging with learners and families	Targeted Future Friday activities will continue to engage learners. % of target group taking up offers will be supported and monitored. This will be linked with the primaries offering secondary pupils the opportunity to build leadership skills		
Enhanced curriculum support for learners and families provided by schools and supported by Family Engagement support Assistant.	Individual schools will continue to look at how they can offer alternative and enhanced curriculum experiences that engage learners.	Curriculum offers will be linked to learner progress and tracked against attendance.		

Final evaluation:

2023-24 Improvement Plan

Cluster Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Embed partnership working with Children and families consistent with the National Commitment of "The Promise."**
Person(s) Responsible Who will be leading the improvement?	**Cluster Chair, CIIL, Cluster HT's**

(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 has completed the process of implementing "The Promise" to support Care Experienced children and young people. This was also part of the cluster receiving an award for being early adopters of the principles of "The Promise". Increased provision across the cluster to support vulnerable learners and families has placed CNHS cluster in a positive position to reinforce the implementation of and embed into practice, "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 (Internal Process)
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Improved motivation to attend school Target "Care Experienced" learners demonstrating low absence rate and/or poor engagement.	Revisit and reinforce learned understanding of "The Promise", Behaviour is Communication • Trauma informed practice • ACES • Brain Development • Relationships and Supporting Wellbeing	Maintain and develop increased staff knowledge understanding and awareness of practice to support vulnerable learners.		
Targeted support for identified "Care Experienced" learners in primary and secondary including target of	Counselling for P4/5 will be introduced to complement already established P6/7 and secondary counselling. Individual "Care Experienced" learners supported as appropriate.	We will continue to monitor target of zero exclusions and data will be gathered demonstrating reduction as well as engagement strategy for learners and families to		

zero exclusions		support attendance at school.		
Continue to develop learning opportunities s and good practice for staff to increase knowledge, understanding of "Care Experienced" learners and "The Promise"	Establish Cluster working party to support Cluster to further implement the principles and practice of "The Promise".	Ensure GIRFEC procedures continue to support "Care Experienced" learners. • Identification • Assessment • Planning Implementation		
Increased attendance leading to improved engagement and attainment through collaboration with families and Family Engagement Support Assistant	Individual schools will create procedures to promote and improve attendance. Schools will continue to share their best practice in engaging with learners and families	Targeted Future Friday activities will continue to engage learners. % of target group taking up offers will be supported and monitored. This will be linked with the primaries offering secondary pupils the opportunity to build leadership skills		
Enhanced curriculum support for learners and families provided by schools and supported by Family Engagement support Assistant.	Individual schools will continue to look at how they can offer alternative and enhanced curriculum experiences that engage learners.	Curriculum offers will be linked to learner progress and tracked against attendance.		
Final evaluation:				

Cardinal Newman High School Action Plan 2023/24

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Review and Develop CNHS AABOUT Programme** (Attainment, Attendance, Behaviours, Opportunities, Uniform, Timekeeping**)** **A whole school programme to improve performance across these six areas.**
Person(s) Responsible Who will be leading the improvement?	**HT; SLT, PTPS, PT SfL; 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**

  We have identified the following measures as **attainment priorities** using SQA / SEEMIS / INSIGHT data.

  Target – % of young people in S4 achieving 5+ N3 and 5+ N4 Qualifications is in line with or better than VC.

  Target - 90% of young people in S4 attain 1+ National 5 Qualification
  Target - 45% of young people in S4 attain 5+ National 5 Qualifications
  Target - 70% of young people in S5 attain 1+ Higher Qualification
  Target - 20% of young people in S5 attain 5+ Higher Qualifications
  Target – 50% of young people in S6 attain 3+ Higher Qualifications
  Target - 33% of young people in S6 attain 5+ Higher Qualifications

  Target - Lower % of No Awards at National 5 in S5/6.

  Target - Further develop BGE and Senior Phase curriculum to maximise attainment.

  Target - Improve whole school tracking and monitoring systems to maximise attainment.

  Target - Ensure consistent approaches to high quality teaching and learning across all subject departments.

  Target - Improve opportunities for young people to improve skills through DYW; Outdoor Learning and Digital learning programmes.

- **Attendance**

  Target – individual and whole school attendance is higher than 90%

- **Behaviours**

  Promoting Positive Team building on their improvement work re: CNHS Promoting Positive Behaviour Policy, CNHS Merit System, CNHS Rewards System

- **Opportunities**

  Improvement groups, principal teachers and school champions developing opportunities for young people in the areas of

  (i)   DYW including work experience programmes
  (ii)   Outdoor learning
  (iii)   Digital learning

- **Uniform**

  (i)   Continue to encourage and support high levels of full school uniform

- **Timekeeping**

  (i)   Continue to encourage and support excellent timekeeping

- **Data and Analysis**

  (i)   Continue to develop whole school data systems to measure the impact of what we provide for young people and 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**.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Attainment	**Curriculum** We completed a review of BGE curriculum in session 2022/23 and			

	will have implemented all changes during session 2023/24. Changes we have put in place will increase attainment by:
	
	• Giving young people a better choice of subjects moving into senior phase.
	• Providing all subject teachers with an additional period of teaching and learning each week (S3) to focus on curricular areas/themes where young people are not performing as well as we want - identified through data analysis – and to 'bank' units, assessments, folio pieces, examples of attainment in practical activities etc.
	• Providing better progression pathways for young people
	• In addition, all subject departments will set out in their departmental action plans:
	  (i) How subject teachers have adapted or will adapt the S3 curriculum to take account of the 40+ hours of additional teaching and learning
	  (ii) What SQA units / course awards or other performance information young people will have 'banked' by end of S3
	• Allowing all young people to achieve qualifications in
		• School transition arrangements S1-3.
		• Senior Phase subject uptake reports.
		• Analysis of Subject Performance in National Qualifications.
		• SQA School Attainment Trends.
		• S3 Attainment / Units & Courses banked.
		• Tracking and Monitoring Systems.
		• Whole School Data Systems.
		• Learner Conversations.
		
		• SQA Attainment Action Target: - as part of the Departmental Action Plan, based on 2023 National Qualifications Results Analysis –how departments will improve the quality of passes achieved by young people and specific action they will take to address underperformance in the various component parts of National Qualifications.
		
		• Departmental Action Plan checks and updates.
		• HT/DHT Link / PT Meetings		

	numeracy and literacy. • Allowing us to plan and introduce some new qualifications in session 2023/24 which better suit the needs of young people (e.g. applications of maths, Italian, design and manufacture, foundation apprenticeship in hospitality). **Tracking and Monitoring** We have agreed a new whole school approach to tracking and monitoring pupil progress from S3-6 which will be implemented in August 2023. The new system will allow us to: • Identify much earlier and more frequently during the session young people who are not on track to achieve the level of qualification they are working towards and; • Take early action to ensure the young person gets back on track or is able to follow an alternative pathway which also leads to a national qualification or course award. • All departments will set out in their departmental improvement plans what alternative course qualifications/awards young people will achieve if they are not meeting the standard required to achieve the award/level they originally embarked on. **Teaching and Learning**	• Units and Courses banked. • CNHS numeracy measures v VC • New CNHS tracking database developed and in place. • Training for staff. • 6 x Tracking Updates from Faculties to Year Heads. • Agreed tracking processes in place. • Alternative pathways and qualifications on offer.		

	Continue our focus on consistent whole school approaches to excellent teaching and learning by: • Continuing to raise awareness of, and to use the 10 Point Plan for effective teaching and learning in our departmental and whole school discussions and whole school CLPL activities. • SLT support visits developed further to support teachers, analysis of feedback discussions to be carried out and data published. Revised paperwork (protocol and rationale) agreed and in place. • Updated CNHS Departmental Review Process agreed last session and implemented from August 2023. (Science September 2023; Mathematics November 2023). • This session we are planning a whole school approach to record and measure impact of staff CLPL on teaching and learning and on raising attainment. • Set up CNHS T & L Group from August 2023. Focus of the group will be on HGIOS4 QI 2.3 – Learning, Teaching and Assessment. • Plan and deliver CNHS Learn-IT Zone in session 2023/24 to raise attainment for targeted young people.	• Departmental Reviews 2023/24 – published report and action plan following each review. • Dialogue and Feedback information from SLT Support Visits. Analysis of data carried out and published for improvement actions. • Quality Assurance Discussions led by PTs and other colleagues at DMs and staff meetings. • Departmental quality assurance calendars and departmental approaches to ensuring quality T&L for all young people. • T&L Group will carry out self-evaluation prepare a scoping document on HGIOS4 QI 2.3 and agree next steps. • Relevant CLPL Opportunities for Staff identified and staff encouraged / supported to engage. • Attendance / aim of the CLPL recorded and available for staff as part of their ongoing CLPL commitment.		

		• Effective whole school system to measure the impact of staff CLPL and improved outcomes for young people planned and in place during session 2023/24. • CNHS Learn-It Zone. Planned and in place during session 2023/24.		
	DYW, Digital Learning, and Outdoor Learning • All subject departments will have one DYW, one Outdoor Learning and one Digital Learning improvement aim in the departmental action plan. Principal teachers and subject teachers will meet with PT PEF (DYW), PT PEF (Digital Learning), and CNHS Outdoor Learning champions to agree appropriate improvement aims in line with school, local and national priorities. • PT PEF (DYW) will plan and develop the work of the 16+Group in session 2023/24 to support more young people into sustainable positive leaver destinations. • Digital Team will update and publish CNHS Digital Programme. • Digital Team will work with subject departments to review and update digital / online materials for all young	• Range of DYW, outdoor learning and digital learning opportunities on offer across all faculties and as part of the wider school offer, including FF programme. • Additional qualifications and certification for young people to recognise their achievements in these areas. • Digital Team will publish CNHS Digital Programme including progress towards consistent whole school approaches and will support departments to achieve aims. • Online / Digital materials updated and published to support teachers, parents and		

	people. • Digital Team to identify and work with departments to offer additional digital learning qualifications and awards to young people in S1-3. • All subject departments will have one additional digital learning improvement aim in the departmental action plan for session 2023/24 re. refresh of digital / online materials for all year groups. Principal teachers and subject teachers will meet with PT PEF (Digital Learning) to discuss and agree appropriate improvement aims in line with school, local and national priorities. **House Identity** • Continue to develop a sense of identity and belonging around the four House Saints leading to improvements across all of the themes covered by the AABOUT programme. Next session we will continue to plan and develop: (a) Monthly House Assemblies (b) House Attendance Information Displays (c) House Attainment / Attendance Reward Systems (d) Senior House Attendance Buddies Programme (e) Patronal Saints' Feast Days	young people. • The school will meet the standard for Digital Schools Awards and for Cyber Security & Internet Resilience Digital Schools Award. • PTPS will publish a report at the end of the session which sets out how we have improved House Identity and how this has impacted on the aims of the AABOUT programme. • Weekly assemblies in calendar. • Programme/content of weekly assemblies in place for session 2023/24. • House notice boards in place around the		

		(f) Inter House Competitions / House Information Displays	school – updated monthly.		
Attendance		**In addition to other measures to improve attendance set out in this plan:** • Continue to monitor and update our attendance/absence policy and procedures. These were last updated and published in 2022/23. Ensure all staff and homeroom teachers are aware of and follow registration / attendance and absence procedures. • Continue with our daily registration period (Homeroom) next session 2023/24. • Update and publish attendance tracker to Homeroom teachers each month. Develop the attendance tracker to include *"reasons for absence"* tab to identify appropriate supports for targeted young people. • Session 2023/24 use our updated absence letters (monthly) and materials to challenge parents and to offer support re. pupil absence and unauthorised parental holidays. • CNHS Digital School – this was created lest session. Roll out in session 2023/24 to support targeted young pupil during and following absence. • Digital Team will develop insight tools to measure the	• CNHS Attendance Tracker updated to produce ongoing attendance and absence data. • Series of parental letters and associated materials reviewed and updated – in place for session 2023/24. • Training Programme for Homeroom teachers in place. • PT PEF provides monthly analysis and carries out next steps in line with new processes. • All Subject department developed approaches and materials to support young people during and following absence. • CNHS Digital School online this session from September 2023. • Digital Team developed insight tools to measure the success of the digital school. • PT FF provides regular updates and data on FF Programme.		

	effectiveness / success of CNHS Digital School. • All subject departments will have one improving *attendance / supporting young people following absence* improvement aim in the departmental action plan for session 2023/24. Principal teachers and subject teachers will meet with PT PEF (Attendance and Inclusion) and DHT PEF (Poverty Related Attainment Gap and Transitions) to discuss and agree appropriate improvement aims in line with school, local and national priorities. • Plan and deliver CNHS Learn-IT Zone during session 2023/24. The Learn-IT Zone will support young people who have returned to school following absence or who need support to attend school full time. • All subject departments will have one CNHS Learn-IT Zone improvement aim in the departmental action plan for session 2023/24. Principal teachers and subject teachers will meet with S1/2 Year Heads to discuss and agree appropriate improvement aims in line with school priorities for the Learn-IT Zone.			
Behaviour	**Promoting Positive Behaviour Group will continue their improvement work to:**			

	• Raise awareness of the 10 Point Plan for Effective Learners and support young people to achieve the aims of the plan. • Review and consult re: CNHS Promoting Positive Behaviour Policy. Publish updated policy and raise awareness with staff, young people and parents. Support staff, young people and parents to follow the processes and meet the aims set out in the policy. • Review and update CNHS Merit System and our Rewards Policy. Promote the aims of the Merit and Rewards Systems, ensuring they are clear, understood and applied consistently across the school. • Promoting Positive Behaviour Group to extend its work next session to include young people in the decision-making processes of the group.	• Analysis of school referral system / number of referrals etc. • Data analysis of SEEMIS Reporting systems. • Feedback from teachers, young people and parents. • Pupil Voice provide ongoing feedback on progress made. • End of session report from Promoting Positive Behaviour Group on their work, including numbers of merits and rewards etc.		
Opportunities	**Future Fridays** • Encourage participation in the FF programme, with a particular focus on new S1 pupils from August 2023. • Provide support for targeted young people. • Continue to develop the range of FF opportunities we offer. • Include opportunities for work experience, digital learning and outdoor learning.	• Updated Future Friday Programme is published each week. • Numbers of young people attending FF as a % of school roll. • PT Future Friday provides termly reports/data analysis on the FF Programme. • Parental surveys and questionnaires. • Outdoor Learning Team PT PEF (DYW),		

	• Provide leadership opportunities and certification for senior pupils.	PT PEF (Digital Learning) will work with subject departments to carry out audit and identify a specific departmental improvement aims for action plans. All subject departments have new / additional Outdoor Learning and DYW opportunities as part of their curricular / extracurricular offer. • Calendar of DYW events in place for employers and other partners. • Enhanced DYW offer in the BGE. • Work experience programme in place. • Number of young people on work experience. • Senior School FF Leadership Programme • Number of young people involved in voluntary activities • Range of supports in place to support identified young people and to close PRAG.		
Uniform	• Continue to provide school uniform free of charge for every family who needs financial support. • Encourage high standard of uniform through classroom teachers, Homeroom, House Assemblies and Merit System. • Work with parents and			

	carers.			
Timekeeping	- Encourage good timekeeping through classroom teachers, Homeroom, House Assemblies and Merit System. - DYW and Work Experience Programmes encourage good timekeeping skills in young people. - Work with parents and carers.			
Final evaluation:				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Developing in Faith**
Person(s) Responsible Who will be leading the improvement?	**HT / DHTs / Faculty Heads**

(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, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3**
PEF Intervention: 2, 7, 9, 10, 11	**Developing in Faith/UNCRC: 1, Honouring Jesus as the Way, the Truth and the Life**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
We have chosen Developing in Faith as a way of embedding the characteristics of the Charter for Catholic Schools in Scotland into the daily and wider life and work of the school; and as an effective way of evaluating our progress on that journey.

As a first step on this journey we commit to the search for wisdom in life and the pursuit of excellence through the development of each person's God-given talents by:
- Planning opportunities for young people to recognise Jesus as the source of wisdom – the Way, the Truth and the Life;
- Developing a holistic approach to learning;
- Providing leadership opportunities for young people;
- Supporting young people at transitions

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Promote Jesus as the ultimate source of wisdom and His Church as a demonstration of this wisdom	• Build a school welcome wall which encompasses our updated school values. • Monthly House Assemblies. • Consistent approach to praying with classes. • Enhanced engagement in Marian devotion with appropriate activities in the months of May and October. • Liturgical season / colours to be enhanced visually within the school. • All year groups to have a retreat experience planned into school year over two-year cycle. • All pupils to have pilgrimage experience during S1-6. • Enhanced content of Newman Week activities in order to highlight our patron is a model of faith to our pupils using IDL. Opportunities for staff and young people to use and share their God-given talents during Newman Week and other times	• Staff and young people using 'prayer chooser' to provide opportunity for prayer in classes throughout day and at specific times in the liturgical season. • Calendar of events in place. • Displays and information boards around the school. • Number of young people taking part in retreats. • Feedback and questionnaires about the events. • Newman Committee established. Newman Week Calendar of events planned and in place.		

	of the year including House Assemblies. • Establish Newman Committee.			

A holistic approach to learning:	• Retreats for all staff to support them in improving our approaches to a holistic education for all young people.
	• Opportunities for staff to speak about their personal and spiritual development.
	• All young people to have a retreat at least once per session.
	• Provide opportunities for young people to speak about their personal and spiritual development.
	• Develop pupil 'profiling', in particular how to capture personal qualities and aptitudes, and to their faith formation in school.
	• **Wider achievement:**
	  (i) Improve pupil uptake and participation in extra-curricular activities.
	  (ii) Provide reliable data and analysis of wider achievement.
	  (iii) Departments working collaboratively to plan opportunities for young people to serve the 'common Good'.
	  (iv) All faculties offering at least one 'wider achievement' award.
		• Inset Day Programme includes faith-based events and opportunities for staff.
		• Programme of retreats in place for young people.
		• Opportunities for young people to share their experiences in place – including leading school faith-based events.
		• Feedback and analysis of responses form the events.
		• Pupil Profile developed and in place during session 2023/24.
		
		• Programme of events in place and numbers of young people taking part.
		• Numbers of young people achieving wider achievement awards – and the number of awards available.
		• School Tracker of Wider Achievement developed and in place.		

Providing leadership opportunities for young people	• Leadership conference for school leaders in senior phase. • Leadership programme for young people based on Good Shepherd Leadership Pathway.	• Conference planned and in place. • Feedback from staff and young people. • Number of young people		

		in faith-based leadership roles and the range of opportunities provided for all young people.		
Supporting young people at transitions	• Develop our transition programmes to include opportunities for faith learning, so young people recognise CNHS as a community of faith & learning.	• Faith based transition programme developed with CNHS staff and associated primary schools.		

Final evaluation: The final evaluation will include our progress towards agreeing a new set of vision and values for the school. It will also include evaluative statements comparing current school practice to the aims of the Charter for Catholic Schools in Scotland – including progress made this session 2023/24.

PEF ALLOCATION: £111,475

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2023-24**

North Lanarkshire Council

RATIONALE FOR EQUITY (PEF) PLAN				
Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**. Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.				
Link to Improvement Plan	**Detailed Costings** September 1 – March 30 2024 **This does not include costings from April 1 – August 31 2023**	**Priority/Description**	**Intended Outcome/Impact** Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	**Evidence/Measures** Please indicate what evidence you are going to collect to show impact and progression.
Attainment	Numeracy Teacher (1.0FTE)	**Groups of young people identified for numeracy interventions. (S2)** Additional period of numeracy for young people in S2 and S3. Transition numeracy programme. **Developing applications of mathematics numeracy pathways for targeted young people at end of S3.** Additional numeracy period in S2 & S3 is being used to strengthen pupil's non-calculator skills. The aim is to improve the results for Paper 1 in National 5 and Higher - this will impact overall grades and raise attainment. Pupils are 'banking' National 4 and 5 Numeracy in S3 during the additional numeracy period. This also links to the Applications of Maths Numeracy course. **Numeracy Teacher is working with**		

		SIMD 1&2 pupils in S2 to further develop their first and second level mathematics and numeracy. Reviewed and developed S1 maths course leading to more consistent teaching approaches and experiences for young people in the Broad General Education. Developed S1 course to meet the needs of all learners (including early and first level numeracy) Purchase of Maths Monsters Books to develop and consolidate all numeracy work. Common approach to lesson starters. Maths Monsters has daily numeracy tasks which evolve over the week - pupils will use this for the first 10 minutes of the lesson. **Primary Transition Programme:** Numeracy teacher will undertake the numeracy transition program over the year. Teacher will work with associated primaries to target numeracy skills, carry out MaLT assessments etc. **This will allow us to have a numeracy age for all pupils and identify groups of young people for numeracy catch up and other numeracy interventions in primary 7 and in S1.**		
	Literacy Teacher (1.0FTE)	**Literacy Transition Programme.** - **April and May 2024.** **Read, Write, Inc.** Plan and offer a Scottish Studies Programme.		

	DHT Data Systems	**Develop whole school systems to measure the impact of what we to close the PRAG across PEF remits and at a whole school level.** Review, plan, update and develop our whole school self-evaluation tools / data toolkits. Develop effective systems for the tracking and monitoring, analysis and reporting on (i) progress and achievement, (ii) whole school attainment, (iii) HWB and nurture type interventions and supports, (iv) attendance and absence, (v) **staff CLPL** **Develop (in session 2023/24) a whole school system for tracking and measuring the effectiveness of staff CLPL in improving outcomes for young people including overcoming poverty related barriers to learning.** **Develop (in session 2023/24) a whole school system for measuring how effectively we are closing the poverty related attainment gap for targeted groups of young people based on local and national data.** Support subject departments and teachers to use data to effectively identify gaps in attainment, and to identify appropriate interventions and opportunities for raising attainment. Plan and deliver a range of associated professional learning and training events for colleagues.		
	PT Digital learning	**Identify groups of young people in S1-3 who require additional support to develop ICT skills, including the provision of resources and**		

		opportunities to do so.		
		Work with support for learning colleagues and subject departments across the school to develop digital skills in targeted young people.		
		Develop CNHS digital learning pathway including consistent approaches to the use of digital learning across stages/subjects. Develop consistent approaches to digital home learning across the school.		
		Embed digital approaches to assessment for and of learning to inform learners next steps and progress.		
		Provide professional learning opportunities and other training opportunities for colleagues and parents.		
Attendance	PT Attendance and Inclusion	Continue to improve systems and processes for the effective tracking and monitoring of attendance and absence.		
		Maintain and update the CNHS Attendance Toolkit to identify trends and patterns of attendance and absence to identify young people and families who require additional support.		
		Support homeroom teachers and other colleagues in the identification, gathering and analysis of attendance and absence data to support identified young people and families. Support subject departments to plan and deliver interventions and supports aimed at improving attendance, reducing absence and supporting young people back to school.		
		Work with a range of partners and other		

		professionals to identify best practice/research on improving attendance and reducing absence and to plan and lead associated interventions and programmes designed to improve attendance. Plan and deliver a series of professional learning opportunities and training events for colleagues, young people and families with the aim of improving attendance and engagement.		
Behaviours	DHT Transitions and Closing the PRAG	**Improve transition arrangements for identified young people at all points of transition – i.e. moving from P7 to S1 and as they move through the year groups.** **Identify young people who require additional support at transition time, plan and deliver tailored supports. Work with a range of partners to ensure effective transition arrangements are delivered.** Review and report on the effectiveness of the transition arrangements. Carry out HGIOS 4 – QI 3.1 self-evaluation audit to identify current performance against this QI; and then to identify and agree improvement priorities and next steps based on the audit. **Identify individual and groups of young people, who require additional support across a range of measures to achieve their potential due to poverty related factors. Plan appropriate data driven supports, monitor and review their effectiveness, and report on how effective we are in in closing the identified gaps**.		

		Work with the PT Future Fridays to develop Cardinal Newman High School Future Fridays Programme to include supports for identified young people in order to close identified gaps in attainment. **Plan and develop whole school approaches to improve the mental health and wellbeing of the whole school community including staff and parents. Plan similar events for targeted young people and their families.** Work with all stakeholders to promote the wellbeing of targeted young people through the identification, development and integration of progressive HWB programmes including opportunities for outdoor learning. Plan and deliver professional learning opportunities and information events for staff and parents.		
Opportunities	PT DYW / Outdoor Learning	**Identify targeted groups of young people in BGE, plan and deliver appropriate early interventions for them leading to PLDs.** **Work with faculties and other staff/partners to embed 'real' vocational education opportunities for pupils in S1-3**. Work with a range of business partners and education providers to enhance our DYW curricular offer; **and plan and arrange tailored work experience programmes for all young people in S3 and into senior phase.** **Work with partners to ensure young**		

		people in senior phase who require more intensive support to achieve a PLD are able to do so (see bullet point 1) **Work with targeted group of young people in an AABOUT group to improve DYW skills – including attendance, behaviour and timekeeping.** **Provide DYW professional learning events and updates for colleagues and parents including DYW information / career information sessions.**		
Uniform		Provide items of uniform and clothing for young people who need them.		
Timekeeping		Support targeted young people to get to school on time.		

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	1.1: Self-evaluation for self-improvement	NIF Priorities
Article 2 - non-discrimination	1.2: Leadership for learning	1. Placing the human rights and needs of every child and young person at the centre of education
Article 3 - best interests of the child	1.3: Leadership of change	
Article 4 - implementation of the Convention	1.4: Leadership and management of staff	
Article 5 - parental guidance and child's evolving capacities	1.5: Management of resources to promote equity	2. Improvement in children and young people's health and wellbeing;
Article 6 - life, survival and development	2.1: Safeguarding and child protection	
Article 7 - birth registration, name, nationality, care	2.2: Curriculum	3. Closing the attainment gap between the most and least disadvantaged children and young people;
Article 8 - protection and preservation of identity	2.3: Learning teaching and assessment	
Article 9 - separation from parents	2.4: Personalised support	
Article 10 - family reunification	2.5: Family learning	4. Improvement in skills and sustained, positive school leaver destinations for all young people
Article 11 - abduction and non-return of children	2.6: Transitions	
Article 12 - respect for the views of the child	2.7: Partnerships	
Article 13 - freedom of expression	3.1: Ensuring wellbeing, equality and inclusion	5. Improvement in attainment, particularly in literacy and numeracy.
Article 14 - freedom of thought, belief and religion	3.2: Raising attainment and achievement	
Article 15 - freedom of association	3.3: Increasing creativity and employability	
Article 16 - right to privacy	Specific to HGIOELC	
Article 17 - access to information from the media	3.2: Securing children's progress	**NIF Drivers**
Article 18 - parental responsibilities and state assistance	3.3: Developing creativity and skills for life	1. School and ELC Leadership

PEF INTERVENTIONS

Article 19 - protection from violence, abuse and neglect	1. Early intervention and prevention	2. Teacher and Practitioner Professionalism
Article 20 - children unable to live with their family	2. Social and emotional wellbeing	3. Parent/Carer Involvement and Engagement
Article 21 – adoption	3. Promoting healthy lifestyles	
Article 22 - refugee children	4. Targeted approaches to literacy and numeracy	4. Curriculum and Assessment
Article 23 - children with a disability	5. Promoting a high quality learning experience	5. School and ELC Improvement
Article 24 - health and health services	6. Differentiated support	6. Performance Information
Article 25 - review of treatment in care	7. Using evidence and data	
Article 26 - social security	8. Employability and skills development	
Article 27 - adequate standard of living	9. Engaging beyond the school	
Article 28 - right to education	10. Partnership working	
Article 29 - goals of education	11. Professional learning and leadership	
Article 30 - children from minority or indigenous groups	12. Research and evaluation to monitor impact	
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	**Education and Families Priorities** 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	

Developing In Faith
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.

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.