



Driving Equity and Excellence

Cluster Improvement Plans

Session 2024-25



Cluster Chair:	Ian Conaghan
CIIL:	Gordon Reid
Cluster:	Cardinal Newman High School

Improvement Plan Summary	
Cluster Priority:1	Improve engagement and attainment by supporting increased attendance at school. (Year 3)
Cluster Priority:2	To embed partnership working with Children and families consistent with the National Commitment of "The Promise". (Year 3)

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?	Improve engagement and attainment by supporting increased attendance at school. (Year 3)
Person(s) Responsible Who will be leading the improvement?	Cluster Chair, CIIL, Cluster HT's, FESA and Working Party and Chair.

(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?	
In 2023/24, CNHS Cluster prioritised improving attendance through targeted strategies in each school. Recognising that poor attendance harms learner attainment and mental health, the cluster has seen improvements or stabilisation in attendance across all schools. For 2024/25, further progress is planned, focusing on promoting positive practices to engage learners and families, thereby enhancing outcomes for all.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF.	
<ul style="list-style-type: none"> ➤ Each school within the cluster will identify spending specific from PEF budgets that promote attendance and engagement, through creative approaches. ➤ Working party representative from each establishment ➤ Cluster Improvement and Integration Lead (CIIL) ➤ Family Engagement Support Assistant (FESA). 	

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT November 24	EVALUATION CHECKPOINT April 25
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)		
A consistent approach to the management of non-attendance across the cluster will be developed in almost all establishments by March 2025 .	<ul style="list-style-type: none"> ➤ All schools in the cluster will complete the self-evaluation using the Forth Valley and West Lothian RIC documentation by October 2024. ➤ The established working party will meet at least three times throughout the session (September 2024, January 2025 and April 2025) to review, analyse and plan next steps. 	Quantitative <ul style="list-style-type: none"> ➤ Data from self-evaluation will be analysed and presented by the working party to identify trends, gaps and patterns in reasons behind non-attendance. 		

	<ul style="list-style-type: none"> ➤ The new NLC Attendance policy will be implemented by December 2025 across all schools in the cluster. ➤ The working party will consider with their own establishment the key reflection questions within "Ed Scot: Promoting Attendance" and then as a wider working party by January 2025, supported by data from the self-evaluation in October. 	<p>Qualitative</p> <ul style="list-style-type: none"> ➤ Schools will provide anecdotal case study data via their working party representative. 		
<p>Most of the reasons behind chronic non-school attendance across the cluster will be identified by March 2025.</p>	<ul style="list-style-type: none"> ➤ 20% of children and young people who are 'non school attenders' (less than 40%) will have a School Refusal Assessment Scale questionnaire (SRAS-R) completed. All responses will be shared with the working party for collation/analysis throughout the year. ➤ A parent/carer online survey for all will be created by the working party by November 2024 and shared across the cluster by February 2025, using Glasgow EBSA survey as a template. 	<p>Quantitative</p> <ul style="list-style-type: none"> ➤ Data from the SRAS-R will be analysed by the working party. ➤ Data from the EBSA parent/carer survey will be analysed. <p>Qualitative</p> <ul style="list-style-type: none"> ➤ Anecdotal evidence will be shared from establishments via their working party representative. 		
<p>Almost all establishments in the cluster will meet their set attendance target by June 2025.</p> <p>The cluster will improve overall attendance in June 2025 by at least 2% from the 2023 2024 session.</p>	<ul style="list-style-type: none"> ➤ Inconsistent attenders will be targeted within establishments following the GIRFEC pathway and reviewed every 4 weeks through professional dialogue with CIIL. ➤ Establishment level attendance data will be shared monthly, highlighting patterns/trends with individuals for actions. ➤ Where universal supports have been exhausted, support may be provided by the Family Engagement Support Assistant (FESA) to re-integrate back into school life, planned through a GIRFME Plan as agreed with CIIL through professional dialogue. 	<p>Quantitative</p> <ul style="list-style-type: none"> ➤ Summary cluster reports of attendance will be provided every quarter. ➤ FESA will complete their tracking and monitoring and engage in monthly professional dialogue with CIIL on impact. 		
<p>A creative and enhanced curriculum to encourage engagement will</p>	<ul style="list-style-type: none"> ➤ All establishments will develop their universal offerings through their curriculum rationale by March 2025. <p>This will include creative approaches to engagement: including outdoor learning,</p>	<p>Quantitative</p> <ul style="list-style-type: none"> ➤ The numbers of children and young people accessing digital lessons will be monitored via working party. 		

<p>be developed in the majority of establishments by June 2025.</p>	<p>music, drama, art, digital. Promoting meta-skills to develop the young workforce.</p> <ul style="list-style-type: none"> ➤ All establishments will develop their digital offering for non-attenders, including use of Scottish Online Lessons, NLC Virtual Classroom, E-Sgoil etc by March 2025. ➤ All primary schools will offer leadership opportunities for young people from Cardinal Newman HS on as part of Future Fridays. ➤ Almost all establishments will complete the Circle Environment Audit by August/September 2024. ➤ Almost all Cluster planning meetings, We Aspire or NBPR Applications from October 2024 will include the Circle Participation Scale. 	<ul style="list-style-type: none"> ➤ The numbers of young people attending Future Friday leadership opportunities within primary will be recorded. ➤ The number of children and young people attending bespoke, flexible curricula offerings will be recorded and compared against their overall attendance. 		
<p>Final evaluation:</p>				

2023-24 Improvement Plan

<p>Cluster Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?</p>	<p>To embed partnership working with Children and families consistent with the National Commitment of “The Promise”. (Year 3)</p>
<p>Person(s) Responsible Who will be leading the improvement?</p>	<p>Cluster Chair, CIIL, Cluster HT’s & Working Party</p>

<p>(Please insert the relevant information below using the codes above)</p>	
<p>NIF Priority: 2,3</p>	<p>NIF Driver:1,3</p>
<p>NLC Priority:2,3,5</p>	<p>QI:1.1, 2.3, 2.4, 2.6, 3.1, 3.2</p>
<p>PEF Intervention: 1,2,6,10</p>	<p>Developing in Faith/UNCRC: 2, 5</p>
<p>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.</p>	
<p>RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?</p>	

CNHS Cluster has successfully implemented "The Promise" to support Care Experienced children and young people, earning an award for being early adopters of its principles. Enhanced support for vulnerable learners and families has positioned the cluster well to reinforce and embed "The Promise" into practice during the session 2024|2025.

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

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

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

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

<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)		
Almost all staff across the cluster will complete refresher training by June 2025 to promote consistent practice for all learners, including care experienced and previously care experienced.	<ul style="list-style-type: none"> ➤ All staff across the cluster will have participated in presentations sessions one and two of the Keeping the Promise Award by February 2025. ➤ Most staff in the cluster will have completed the e-learning module June 2025. ➤ Most of the cluster will take part in CLPL with Educational Psychologist in August 2025 focusing on trauma informed and nurture 	<p>Quantitative</p> <ul style="list-style-type: none"> ➤ Numbers complete The Promise Award will be collected. ➤ Attendance at CLPL sessions in August 2025 will be recorded. ➤ Evaluation will be completed on conclusion of training. ➤ Recording and reporting of number of staff attending training sessions Percentage of staff completing e- 		

<p>By June 2025 all learners will benefit from all staff having an increased awareness of The Promise.</p>	<p>principles.</p> <ul style="list-style-type: none"> ➤ The established working party will meet at least three times throughout the session (October 2024, February 2025 and May 2025) to review, analyse and plan next steps. Detailed planning will be shared by February 2025 with the cluster. ➤ A delivery model will be created and the end of August 2024 and submitted to Virtual School. ➤ Majority of schools in the cluster will achieve the Keeping the Promise Award by June 2025 	<p>learning module (I Promise Award)</p> <p>Qualitative</p> <ul style="list-style-type: none"> ➤ Post questionnaires will capture views following August CLPL input. ➤ Case studies ➤ Anecdotal evidence ➤ Views or feedback from children, young people and their families. 		
<p>Almost all planning for care experienced and previously care experienced children and young people will be re-visited throughout the cluster by January 2025 to ensure we are Getting It Right for Every Child (GIRFEC).</p> <p>Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster.</p>	<ul style="list-style-type: none"> ➤ Additional planning for <u>all</u> care experienced/previously care experienced children and young people will be considered in September 2024 and actioned or rationale recorded on SEEMIS Wellbeing App. ➤ Where care experienced children and young people are not attending school or being supported elsewhere, the Named Person in each school will coordinate a multi-agency planning meeting at least once per term to consider reintegration back into school. ➤ Adult initiated daily ‘check-in’s will be completed by almost all establishments for at least 10% of care experienced children/young people throughout the session. ➤ All children and young people will be supported through the GIRFEC pathway, with a strengthened universal offering including school-based counselling by June 2025. <p>This includes bespoke and creative offerings within the curriculum, such as outdoor learning opportunities, cooking, nurture and use of digital learning and resources etc</p> <ul style="list-style-type: none"> ➤ Most of the children/young people accessing P6 – S6 counselling or P4&5 play and art 	<p>Quantitative</p> <ul style="list-style-type: none"> ➤ A sample audit of 10% CE learners in each establishment will be completed by the CIIL on SEEMIS Wellbeing App in October 2025. ➤ A sample of termly GIRFEC planning meeting minutes from 10% of CE learners in each establishment will be requested by the working party in January 2025. ➤ Each establishment will track and record their adult ‘check-ins and data will be shared with working party ahead of each meeting. ➤ The number of care experienced children and young people being supported within the cluster Wellbeing Hub or with partners such as Virtual School will be reduced by at least 10% by June 2025, as these young people will be reintegrated back to their own school setting. ➤ A sample of Outcomes Star data will be requested by the working party in January 2025 for analysis. 		

	therapy will have pre and post Outcomes Star completed as an intensive level support. Other universal alternatives to counselling will be considered first, for example LIAM or Seasons for Growth to ensure counselling budgets are maximised.	Qualitative <ul style="list-style-type: none">➤ The voice of care experienced children and young people will be reflected within GIRFEC planning.		
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Final evaluation: