



***Driving Equity and Excellence***

## **Improvement Action Plans**

**Session 2024-25**

<b>School:</b>	Cardinal Newman High School
<b>Head Teacher:</b>	Robert Smith

Improvement Plan Summary	
School Priority 1	AABOUT
School Priority 2	Developing in Faith including School Vision, Aims and Values.

# Education and Families Priorities

1	2	3	4	5
<p><b>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</b></p>	<p><b>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</b></p>	<p><b>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</b></p>	<p><b>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b></p>	<p><b>Vulnerable Groups- Improved outcomes for vulnerable groups.</b></p>
<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Raising Attainment Strategy <ul style="list-style-type: none"> <li>◦ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.</li> </ul> </li> <li>• Self- Evaluation Leading to Improvement <ul style="list-style-type: none"> <li>◦ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.</li> </ul> </li> <li>• Review of Additional Support Needs <ul style="list-style-type: none"> <li>◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training</li> </ul> </li> </ul>	<p><b>Improvement Actions SAC/ PEF Plan</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Anti- Poverty Programmes</li> <li>• 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.</li> <li>• North Lanarkshire Innovation and Improvement Hub <ul style="list-style-type: none"> <li>◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.</li> </ul> </li> </ul>	<p><b>Improvement Actions GIRFEC</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 1140 ELC Expansion <ul style="list-style-type: none"> <li>◦ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.</li> </ul> </li> <li>• Mental Health and Wellbeing <ul style="list-style-type: none"> <li>◦ 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</li> </ul> </li> </ul>	<p><b>Improvement Actions Curricular Progression</b></p> <ul style="list-style-type: none"> <li>• A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.</li> <li>• DWY Strategy</li> <li>• The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.</li> <li>• Digital Classroom</li> <li>• Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.</li> </ul>	<p><b>Improvement Actions Support for Families/ Young People at Risk</b></p> <ul style="list-style-type: none"> <li>• There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.</li> <li>• Care Experienced Young People</li> <li>• 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.</li> <li>• Support for Adults</li> <li>• There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.</li> </ul>

## School Vision and Values (under review session 2024/25)

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.

<b>Priority 1: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>CNHS AABOUT Programme (Attainment, Attendance, Behaviours, Opportunities, Uniform, Timekeeping)</b>  <b>Improve school performance across these six areas.</b>
Person(s) Responsible Who will be leading the improvement?	<b>SLT; Faculty Heads, Teachers, PTPS, PT SfL; PEF Team; School Improvement Groups; Parents; Partners.</b>

(Please insert the relevant information below using the codes above)	
<b>NIF Priority: 1,2,3,4</b>	<b>NIF Driver: 1,2,3,4,5,6</b>
<b>NLC Priority: 1,2,3,4,5</b>	<b>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</b>
<b>PEF Intervention: 1,2,3,4,5,7,8,9,10,11,12</b>	<b>Developing in Faith/UNCRC: 1,2,3,5 Articles 2,3,6,23,24,29&amp;31</b>

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?

We have used a range of local and national data and whole school self-evaluation evidence to identify the improvement priorities in this plan. The 2024/25 plan is aligned to the aims of our school AABOUT Programme.

**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.**

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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)		
<b>Attainment</b>  <b>School Vision, Values and Aims</b>	Take steps to ensure that Cardinal Newman High School continues to be a place of faith based learning and teaching.	Complete the work we started last session to agree school vision, values and aims.  Year group assemblies, retreats and pilgrimages organised. Inset Day Programme. Chaplaincy Programme. Programme of Staff Retreats. Newman Week Programme.  Transition programme developed to include Faith		

<p><b>Improved Curriculum Offer</b></p>	<p>New STEM / IDL period in S1 in place for August 2024</p> <p>Additional period in all subject areas in S3 including PE/HWB from August 2024.</p>	<p>– Based Transition element (House Saints). Young people plan and display religious symbolism around the school including; Welcome Wall, School Patron and House Saints; Scripture etc.</p> <p>IDL Programme on School Patron and House Saints in place.</p> <p>A range of surveys and questionnaires.</p> <p>All S1 learners will complete STEM skills passport. All S1 learners will complete a STEM wider achievement award. All S1 learners will complete digital award.</p> <p>All learners bank a range of assessment evidence by end of S3 to increase attainment in national qualifications.</p> <p>Targeted learners will bank evidence for whole course awards by end of S3.</p> <p>% of learners in S4 achieving 5+ N3 and 5+ N4 Qualifications in line with or better than VC.</p> <p>% of learners in senior phase achieving level 4 and level 5 numeracy and literacy in line with or better than VC.</p> <p>All learners in S4 presented for N4/5 PE during core time.</p> <p>Increase % of young people attaining at least one National 5 Qualification in S4.</p> <p>Targeted groups of learners dual presented for N5 Applications of Mathematics and N5 Mathematics.</p> <p>45% S4 attain 5+ National 5 Qualifications.</p> <p>Higher Design and Manufacture and Higher Applications of Mathematics offered in S5/6.</p> <p>Increase % of young people attaining at least one Higher Qualification in S5.</p>		
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<p><b>Tracking and Monitoring (S1-3)</b></p>	<p>Plan and introduce new school systems for tracking learner progress and achievement of CfE levels in the BGE in all subject areas including numeracy and literacy and HWB.</p> <p>Improve school systems for tracking skills development and wider achievement.</p>	<p>Teacher judgements on progress through CfE levels are sound and based on a range of assessment evidence which is clear, understood and robust.</p> <p>Teacher planning for individual learners in the BGE is based on sound ACEL data, which is generated in S1, S2 and S3.</p> <p>Targeted literacy, numeracy and HWB support groups in place S1,S2 and S3.</p> <p>Increased number of learners achieving CfE level 3 and level 4 in numeracy and literacy by end of S3.</p> <p>Increased number of learners in S4 embarking on N5 qualifications in S4.</p> <p>Increased number of learners achieving whole course SQA awards in S4.</p> <p>Develop whole school skills framework which allows teachers and learners to identify, plan, exhibit and record skills development in the BGE.</p> <p>All learners in S1-3 to achieve 6 wider achievement awards by end of S3.</p>		
<p><b>Teaching and Learning</b></p>	<p>Develop and deliver consistent approaches to high quality teaching and learning in every classroom.</p>	<p>New faculty and whole school T&amp;L QA processes.</p> <p>CLPL for teachers and staff.</p> <p>Staff Digital Training.</p> <p>Data from Learner T&amp; L focus groups.</p> <p>CNHS T&amp;L Policy in place.</p>		
<p><b>Attendance</b></p>	<p>Support targeted individual and groups of learners.</p>	<p>45 learners across S1-3 targeted for additional support.</p>		



School Improvement Groups to take forward the aims of the improvement plan.

12 School Improvement Groups in place.  
Remits and strategic plans agreed by August 2024.

**Final evaluation:**

**PEF ALLOCATION: £111,475**

**NORTH LANARKSHIRE COUNCIL  
EDUCATION & FAMILIES  
EQUITY PLAN 2024-25**



**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  Staff Costs  August 2024 – March 2025	Priority/Description	Intended Outcome/Impact	Evidence/Measures
<b>Attainment</b>	Numeracy Teacher (2.0FTE)  £40,110	Transition numeracy programme.  Groups of young people in S1-S3 identified for a range of numeracy interventions.	Numeracy teacher working in 4 associated primaries to develop numeracy skills in targeted children.  Targeted groups of young people have PEF numeracy plan.  Young people achieve level 3 numeracy by end of S3.	Please indicate what evidence you are going to collect to show impact and progression.



		<p>Additional period of numeracy for young people in S2.</p> <p>Numeracy CLPL for staff.</p>	<p>Reviewed and developed S2 maths course. Strengthen pupil's non-calculator skills.</p> <p>Improve performance in Paper 1 in National 5 and Higher Mathematics.</p> <p>Identify and prepare targeted young people for applications of mathematics.</p> <p>Increased number of young people achieving level 4 numeracy by end of S3.</p> <p>Young people achieving National 4 and National 5 numeracy by end of S3.</p>	
	<p>DHT Data Systems  (1.0FTE)  £14,290</p>	<p>Develop CNHS individualised PEF Plans.</p> <p>Develop school system for BGE Tracking, Monitoring and Reporting on achievement of CfE levels across all subject areas including numeracy, literacy and HWB.</p> <p>Develop system for recording Wider Achievement.</p>	<p>Every young person involved in our PEF Programmes has an individualised plan which sets out the aims and impact of the support(s) in place.</p> <p>System in place which supports teacher judgements on progress through CfE levels. System identifies young people in need of additional support.</p> <p>A system in place which supports faculties to identify and provide wider achievement opportunities for learners and to accurately record and reward certification.</p>	
	<p>PT Digital and Learn-IT Zone  (1.0FTE)  £5,531</p>	<p>Work with targeted groups of young people in S1-S3 to develop their digital skills including the provision of digital resources. (CNHS Digital Skills Award)</p> <p>Plan CNHS Digital Skills Award.</p> <p>Provide digital CLPL for staff.</p> <p>Agree rationale and plan for Learn-IT</p>	<p>Young people complete Digital Skills Award.</p> <p>Individual PEF Plan.</p> <p>CLPL programme in place.</p> <p>Learn-IT Zone in place.</p>	

		Zone.		
<b>Attendance</b>	PT Attendance and Inclusion and Learn-IT Zone  (1.0FTE)  £5,531	Plan and deliver interventions to improve attendance and support targeted young people back to school. Provide CLPL for staff.  Agree rationale and plan for Learn-IT Zone.	Attendance Tracker.  Groups of young people identified and following Learn-IT Zone Programme.  Individual PEF Plan.  Learn-IT Zone in place.	
<b>HWB</b>	Teacher  (0.4FTE)  £18,560  Total (8 months) cost = £84,022	Targeted HWB support for individual and groups of young people.  Literacy, numeracy and HWB interventions for targeted young people.	Individual PEF Plan.  Groups of young people in PEF programmes including RWI; Numicon Big Ideas, Talking and Drawing Therapy, School Counselling.	

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:

<b>UNCRC</b>	<b>HGIOS 4 &amp; HGIOELCC</b>	<b>National Improvement Framework: priorities and drivers</b>
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	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	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

<p>Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  Article 19 - protection from violence, abuse and neglect  Article 20 - children unable to live with their family  Article 21 – adoption  Article 22 - refugee children  Article 23 - children with a disability  Article 24 - health and health services  Article 25 - review of treatment in care  Article 26 - social security  Article 27 - adequate standard of living  Article 28 - right to education  Article 29 - goals of education  Article 30 - children from minority or indigenous groups  Article 31 - leisure, play and culture  Article 32 - child labour  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>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</p>	<p>5. Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>1. School and ELC Leadership</li> <li>2. Teacher and Practitioner Professionalism</li> <li>3. Parent/Carer Involvement and Engagement</li> <li>4. Curriculum and Assessment</li> <li>5. School and ELC Improvement</li> <li>6. Performance Information</li> </ol>
	<p><b><u>PEF INTERVENTIONS</u></b></p> <ol style="list-style-type: none"> <li>1. Early intervention and prevention</li> <li>2. Social and emotional wellbeing</li> <li>3. Promoting healthy lifestyles</li> <li>4. Targeted approaches to literacy and numeracy</li> <li>5. Promoting a high quality learning experience</li> <li>6. Differentiated support</li> <li>7. Using evidence and data</li> <li>8. Employability and skills development</li> <li>9. Engaging beyond the school</li> <li>10. Partnership working</li> <li>11. Professional learning and leadership</li> <li>12. Research and evaluation to monitor impact</li> </ol>	
	<p><b><u>Education and Families Priorities</u></b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improved outcomes for vulnerable groups</li> </ol>	
<p><b>Developing In Faith</b>  <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"> <li>1. Honouring Jesus Christ as the Way, the Truth and the Life</li> <li>2. Developing as a community of faith and learning</li> </ol>		

3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.