



Driving Equity and Excellence

Improvement Action Plans

Session 2026-27

Establishment:	Cardinal Newman High School
Empowered Cluster:	Cardinal Newman/Bellshill
Head of Establishment:	Derek Lang

Improvement Plan Summary	
Priority 1:	Learning and Teaching
Priority 2:	Wellbeing, Inclusion and Equality
Priority 3:	Raising Attainment and Achievement
Nursery Priority:	

Key Date	Focus Area
12th June 2026	Submit AIP to EFM and QISSIP-SIR@northlan.gov.uk
4th December 2026	Complete RAG status in AIP (<i>Including PEF RAG status</i>) (No submission, EFM discussion only)
19th March 2027	Complete RAG status in AIP (No submission, EFM discussion only)
18th June 2027	Full submission of AIR: Summary of progress toward priorities, all QIs & PEF update

Establishment Vision and Values

Cardinal Newman High School Vision and Values

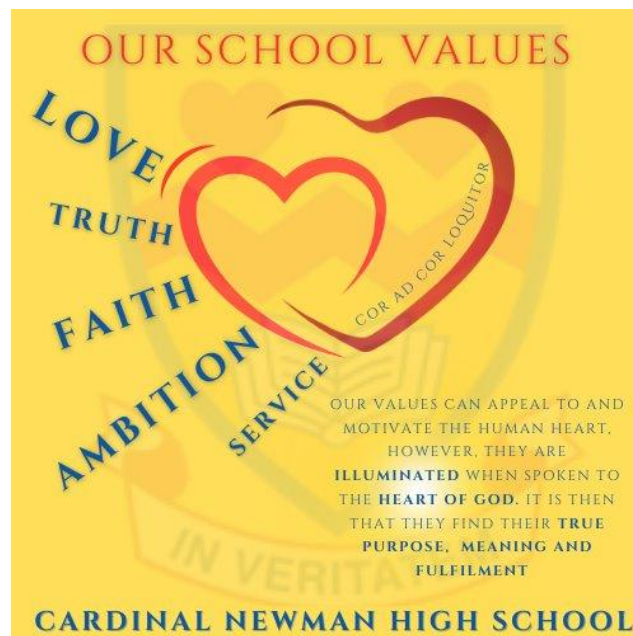
Our vision and values have been devised through consultation with pupils, parents and partners.

Our vision is what we strive to achieve for all young people.

*Cardinal Newman High School is a caring and ambitious
Catholic school community.*

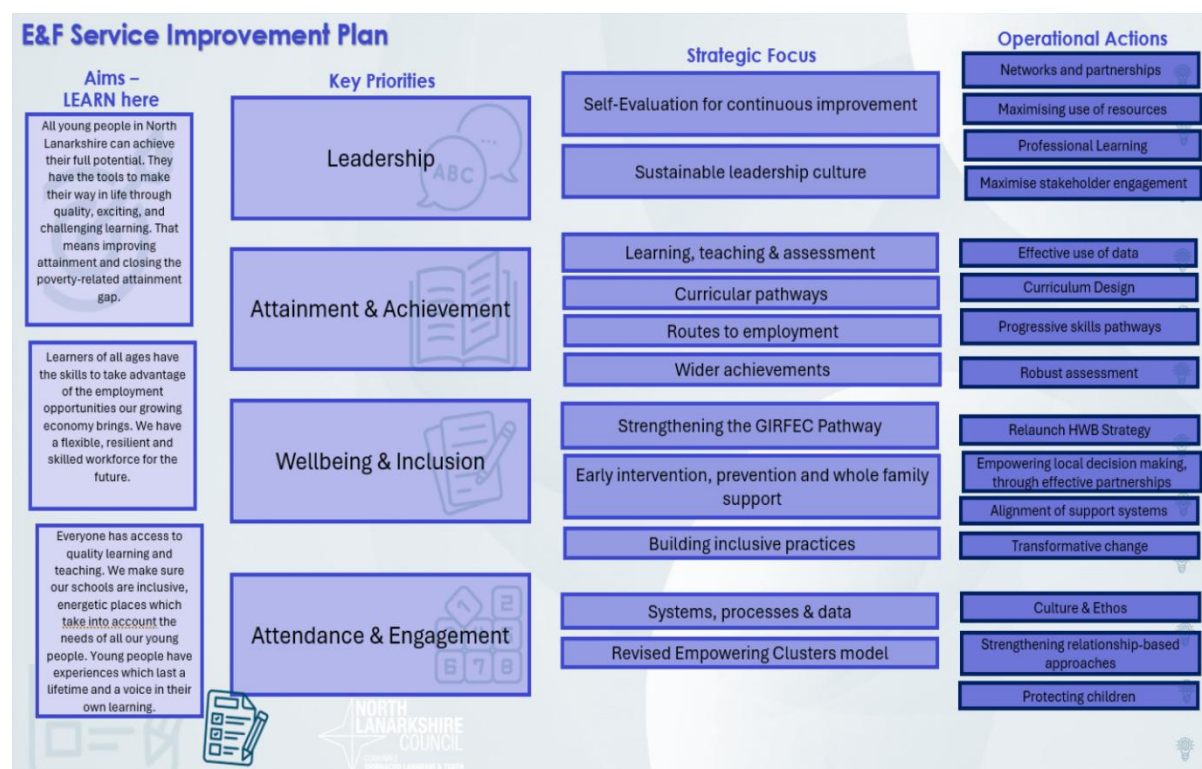
*Inspired by Saint John Henry Newman, we illuminate
learning in order to nurture wise, compassionate and
informed individuals who contribute to the Common Good.*

Our values define the core principles that guide our actions



Audit and Consultation

In arriving at our improvement priorities, the establishment 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 consultation (pupils, parents/carers, partners)

All young people, parents/carers and staff were given the opportunity to participate in a survey regarding their views on the school. Almost all staff responded, most pupils responded and a few parents (10%) responded to the electronic FORMS survey. An analysis of these was then used to establish with staff the main focus for the year ahead. Working groups of staff were created to focus on Long and Short term outcomes. Pupil working groups through the RRS group were given the opportunity to submit their views on the outcomes. These were then shared with parents from the Parent Council. All views were taken forward and where possible used to help formulate the final draft for the Annual Improvement Plan 26/27.

If your annual improvement priorities are part of a wider, longer term, 3-year strategic plan, please use the template below to outline your longer-term plan. **(This overview is optional and does not need to be completed but will provide an overview of your improvement journey.)**

	Priority 1	Priority 2	Priority 3
Year 1: Session 2026 - 2027	Learning and Teaching	Wellbeing, Equality and Inclusion	Raising Attainment and Achievement
Year 2: Session 2027 - 2028			
Year 3: Session 2028 - 2029			

Guidance for Nursery Classes

When identifying improvement priorities, Head Teachers should ensure that nursery classes are fully and appropriately reflected. This can be achieved either by setting a distinct improvement priority (or priorities) specifically for the nursery class, or, where analysis of data and self-evaluation indicate that the priority applies to the whole establishment, by including at least two expected outcomes that are explicitly focused on early years.

In all cases, improvement planning should be rooted in robust self-evaluation and written to reflect approaches and actions that will deliver the best possible outcomes for children, taking account of developmental stage, pedagogy and the unique context of early learning and childcare. Within the checkpoints, all evaluative statements must also reflect the journey of improvement in early years.

2026-27 Improvement Plan

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	AMBITION: Learning & Teaching - To cultivate an empowered learning community by embedding high-quality, responsive pedagogy that systematically enhances student engagement, autonomy, and explicit ownership of learning.
Person(s) Responsible Who will be leading the improvement?	DHT 2.3/ TLA Working Group

(Please insert the relevant codes which can be found in Appendix 1)									
NIF Priority: 3, 5			NIF Outcome(s): 1, 3, 4, 5, 6, 7						
NLC Priority: 1, 2			QI: 2.3						
Developing in Faith/UNCRC: 2									
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? From analysis of whole school surveys of parents, pupils and staff, information was gathered regarding the learning experiences of young people in their class environment. Further staff and pupil focus groups identified that pupil engagement and autonomy was a key area requiring improvement. Focus will be given to the development of the new LTA policy, identification of CLPL for staff, Pupil Voice impact on TLA and development of self-evaluation procedures in regards to TLA.									
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 Outcomes)</u>			<u>Interventions/Actions to Support Improvement: How?</u>			<u>How Will You Track Progress? Measures</u>		<u>Checkpoint 1 December</u>	<u>Checkpoint 2 March</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?			What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		RAG Status Tick progress toward outcomes	RAG Status Tick progress toward outcomes
1. From a baseline where <i>most learners experience consistent approaches</i> , almost all learners will experience consistent, high-quality learning and teaching across all faculties, leading to improved engagement and clarity.			Implement a whole-school Learning & Teaching framework with agreed non-negotiables, supported by CLPL, learning visits and faculty collaboration.			By May 2027 • ≥90% learners report consistency in learning experience (baseline: majority) • ≥85% of observed lessons show agreed L&T approaches consistently • Improvement in engagement data (≥10% increase in positive responses)			

		• Learning walk evidence across all faculties (termly)						
2. From a baseline of <i>most</i> , almost all learners demonstrate increased independence, ambition and ownership of learning.	Embed “ambition” across assemblies, faculties, homework policy and parental engagement. Consistent practice across departments in implementation of Homework Policy. Parental Information evenings concerning support for child at home and use of TEAMS.	By May 2027 • ≥85% of pupils report understanding expectations for independent learning • Homework completion improves by ≥15% (baseline variable) • ≥80% staff report improved learner independence • Reduction in late/missing work across departments (tracking data)						
3. From a baseline of <i>most</i> , almost all learners understand next steps and how to improve, leading to improved attainment.	Implement consistent feedback approaches and CLPL on closing the feedback loop	• ≥90% of learners report feedback helps them improve (baseline: majority) • Evidence of consistent feedback in ≥85% of sampled jotters • Improvement in assessment outcomes (+5–10% across key assessments)						
4. From a baseline of <i>majority</i> , most learners regularly lead learning and make meaningful choices, increasing engagement.	• Faculties build learner-led approaches and choice into curriculum planning.	• ≥80% learners report opportunities for choice (baseline: majority) • Learning visits show learner-led approaches in ≥75% of lessons						

		Improved engagement indicators (≥10% increase in participation)							
Checkpoint 1 Progress Evaluation Statement (December)									
Checkpoint 2 Progress Evaluation Statement (March)									

2026-27 Improvement Plan

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	To ensure equity and inclusion by proactively identifying and removing barriers to learning, ensuring all pupils receive targeted, responsive support to achieve their full potential.
Person(s) Responsible Who will be leading the improvement?	DHT 3.1/Pupil Support/SfL

(Please insert the relevant codes which can be found in Appendix 1)								
NIF Priority: 1, 2		NIF Outcome(s):1, 2, 3						
NLC Priority: 3		QI: 3.1						
Developing in Faith/UNCRC: 3								
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? From whole school surveys of pupils, parents and staff, coupled with focus groups of parents, pupils and staff it was agreed that support for Learners with ASN requirements required review for further identifying support. It was agreed that further training of staff in key areas and embedding strategies into the SfL framework would help staff to meet the needs for learners better. Greater and earlier engagement with parents for pupils who require intervention will move from a reactive to proactive framework. As part of the school's journey towards the Gold accreditation for RRSA the recommendations from the Silver accreditation have been used to identify targets within the school. In line with the school and Local Authority's focus on Equally Safe at School, Cardinal Newman High school will embark on training of staff on ESAS courses, gathering data from stakeholders on this issue.								
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. PEF MF Primary Teacher post to work with pupils in BGE identified as working at levels Early, First and Second PEF MF Maths Teacher post to work with pupils in Quintiles 1&2 who are working at Early, First and Second levels in BGE Maths								
Expected Impact (Short Term Outcomes)		Interventions/Actions to Support Improvement: How?		How Will You Track Progress? Measures		Checkpoint 1 December	Checkpoint 2 March	
What will be the benefit for learners (be specific)?		What are you going to do to make the change? What key actions are required?		What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		RAG Status Tick progress toward outcomes		RAG Status Tick progress toward outcomes
1. From a baseline where 51% of learners have ASN, increased independence and improved access to learning for ASN pupils.		Improve deployment of Learning Assistants Develop ICT independence (reduce reliance on scribes/transcription) Departments explicitly plan for Additional Assessment Arrangements (AAA) in BG		• ≥80% of ASN learners report improved support (baseline: not consistent) • Attendance gap between ASN (82.6%) and non-ASN (92.7%) reduced by ≥3%				

	Introduce shorter prelim diet to reduce cognitive load Staff use Confidential Information dashboard to understand needs	• Learning walk evidence of inclusive practice in $\geq 85\%$ of lessons • Increased independent working observed in $\geq 80\%$ ASN learners • Reduction in AAA requests for scribes (evidence of independence)						
2. From a baseline of 87.5% overall attendance, attendance improves, particularly for SIMD 1 and vulnerable groups, increasing engagement	Target SIMD 1, ASN and persistent absentees Use: • Attendance mentoring • Parental engagement • Targeted interventions via support staff Align attendance with GIRFME planning	• Overall attendance increases from 87.5% $\rightarrow$ $\geq 89\%$ • SIMD 1 attendance increases by $\geq 3-4\%$ (currently lowest) • Reduction in unauthorised absence from 5.9% $\rightarrow$ $\leq 4.5\%$						
3. From a baseline where targeted groups underperform, most targeted pupils show improved progress in literacy, numeracy and attainment.	Embed GIRFME targets across all classrooms (focus on literacy/numeracy) Deliver targeted programmes:	• $\geq 70\%$ of targeted pupils improve assessment scores • $\geq 75\%$ achieve individual targets						

	• RWI literacy • Numicon numeracy Introduce PEF funded literacy & numeracy groups (Primary PEF MF teacher to target Early and 1st Level pupils) Ensure all staff contribute to literacy/numeracy through GIRFME training and support at Inservice.	• Closing gap between SIMD 1–2 and SIMD 5 by $\geq 5\%$ in attainment measures						
4. From a baseline of reactive support, needs are identified earlier and addressed proactively, reducing underachievement	Use P7 transition data to set correct levels in S1 (English/Maths) Use dashboard and tracking data to: • Identify pupils for intervention earlier • Place pupils in nurture/intervention groups Embed termly tracking meetings focused on barriers → actions	• Timely intervention placement: 100% of identified pupils are placed in an appropriate intervention within 2–4 weeks of identification. • Impact on attainment: At least 70% of pupils in interventions show measurable improvement (e.g., move closer to expected level or close attainment gap). • Positive engagement: Improved attendance, engagement, or behaviour for targeted pupils (tracked through school data)						
5. Learners experience a curriculum that removes barriers and supports success for all groups.	Introduce flexible pathway options (reduced subject load, alternative awards)	• Increased uptake of flexible pathways by $\geq 10\%$						

	Ensure all curricular areas plan for inclusion (AAA, differentiation Link curriculum planning to: • ASN needs • Deprivation profile (45% SIMD 1	• Reduction in attainment gap SIMD 1–2 vs SIMD 5 by ≥5% • Learner voice shows ≥85% feel supported to succeed						
6. The whole school will benefit from a shared understanding of rights inherent to every being. Recognition of Silver Award to be shared with partners and Local Authority	Ensure continued journey of school towards Gold Accreditation. Continue to develop strategies to empower young people to challenge injustice and create further opportunities for all Young People to be involved in advocacy work on Children’s Rights. Continue to develop an ethos of inclusion and non-discrimination.							
7. The school will engage fully in the Equally Safe At School programme and embed training throughout the school. Learners will become more aware of Gender Based Violence education and supports available.	Training for all staff via the ESAS module. Survey all pupils to gather data on awareness of topic across school. Planned strategies to engage with the work of ESAS.	• 75% staff complete ESAS module • Pupil/staff ESAS surveys completed and analysed for next steps (Post Oct. week) • MvP group set up						
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

2026-27 Improvement Plan

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	To raise attainment and achievement across all stages by refining our curriculum offer to ensure flexible, inclusive pathways, utilising robust data to identify and support every young person to reach their full potential.
Person(s) Responsible Who will be leading the improvement?	DHT 3.2/PT Attainment

(Please insert the relevant codes which can be found in Appendix 1)						
NIF Priority:		NIF Outcome(s):				
NLC Priority:		QI:				
Developing in Faith/UNCRC:						
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this?						
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 Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1 December</u>		<u>Checkpoint 2 March</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?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes		RAG Status Tick progress toward outcomes	
1. S4 Attainment From a baseline (included in measures) of S4 learners achieving at Levels 3-5 qualifications, more learners will attain a broad range of National Qualifications which match their ability and potential, leading to improved confidence, achievement and progression opportunities.	Establish a whole-school Level 5 Attainment Strategy, with each faculty identifying and tracking learners who are 1-2 awards away from achieving 5+ National 5 qualifications. Implement termly attainment review meetings between SLT, PTs and class teachers to analyse tracking data, identify underachievement and agree targeted interventions for individual pupils.	By May 2027: - Increase 5+ Level 5 attainment from 50% to ≥52%. - Increase 3+ Level 5 attainment from 66.0% to ≥69%. - Increase 5+ Level 3 attainment from 80% to > 90% - Increase 5+ Level 4 attainment from 78% to > 85%	✓			✓

	• Introduce an Attainment Mentoring Programme for all identified borderline learners, including learner target-setting, parental engagement and progress reviews. • Develop a Level 5 Guarantee Programme, including a recommended supported study, Easter revision, masterclasses and targeted intervention blocks during the school day. • Use assessment and tracking data to identify gaps in knowledge and deliver targeted recovery learning programmes in key subjects. • Strengthen parental engagement through attainment information evenings, progress reports and individual planning meetings for targeted learners. • Review presentation policy and candidate evidence throughout the year to ensure learners are presented at the most appropriate level and given the best opportunity to achieve success.						
2. S5/S6 Attainment From a baseline (included in measures) of S5 learners achieving at Level 6 qualifications and S6 learners achieving at Level 6 and 7, more learners will successfully attain Higher qualifications, increasing their opportunities for progression to university, college, employment and training.	• Introduce a Senior Phase Higher Attainment Strategy focused on increasing the number of learners achieving 3+ Highers and improving pass rates across all faculties. • Identify Higher "risk groups" by September using prior attainment, baseline assessments, coursework completion and tracking data. • Implement a Higher Attainment Mentoring Programme, with monthly learner progress reviews and individual attainment plans.	By May 2027: • Increase 1+ Higher attainment (S5) from 51.9% to $\geq 58\%$. • Increase 3+ Higher attainment (S5) from 29.7% to $\geq 35\%$. • Increase 5+ Higher attainment (S5) from 8.9% to $\geq 14\%$. • Increase 1+ Higher attainment (S6) from 55.4% to $\geq 60\%$.					

	• Develop a Faculty Attainment Improvement Plan in every department, identifying learners on grade boundaries and specifying interventions for each pupil. • Deliver structured supported study programmes, including supervised study periods, subject-specific masterclasses, study skills workshops and exam preparation sessions. • Introduce a system of learner progress discussions involving targeted pupils, and the 'Team Around the Child' e.g. Parent/Carer, teacher, Pupil Support, 3rd Sector worker etc. to review attainment data and agree next steps. • Track prelim, assessment and coursework performance promptly, with intervention triggered where learners fall below target grades.	• Increase 3+ Higher attainment (S6) from 42.4% to $\geq 47\%$. • Increase 5+ Higher attainment (S6) from 23.2% to $\geq 28\%$. • Increase 1+ Level 7 from 10% to $> 16\%$ • $\geq 75\%$ of mentored learners achieve at least one Higher award. • Supported study attendance maintained at $\geq 70\%$ for target groups.						
3. Literacy and numeracy improvement From a baseline of strong Level 4 but variable Level 5/6 outcomes, more learners achieve higher-level literacy and numeracy.	Implement targeted literacy & numeracy cohorts using data Deliver: • RWI literacy intervention • Numicon/numeracy intervention groups Identify "just below Level 5" pupils early (S3 → S4 transition)	• Literacy Level 5: $\sim 82\% \rightarrow \geq 85\%$ • Numeracy Level 5: $\sim 73-74\% \rightarrow \geq 78\%$ • Increase Level 6 literacy from $\sim 50\% \rightarrow \geq 55\%$						

4. Improved attainment for lowest 20% From a baseline of low tariff scores (~104), targeted learners make stronger progress, reducing the attainment gap	Identify lowest 20% early using Insight + tracking data Provide: - Reduced subject load (flexible pathway) - Bespoke curriculum options (units, vocational) Implement targeted mentoring + GIRFME tracking Monitor progress at every tracking point	- Increase lowest 20% tariff from 104 → ≥130+ ≥75% of targeted pupils achieve individual attainment targets - Increase qualification volume (Level 3/4 awards) by ≥10%						
5. Improved positive destinations and pathways From a strong baseline of ~96% positive destinations, more learners access appropriate and sustained destinations.	Expand: - College partnerships - Vocational pathways - Wider achievement programmes Introduce personal pathway planning (S3 onward) – PSE Programme Track leaver aspirations vs pathway choices	- Sustain positive destinations at ≥97% - Increase vocational/alternative pathway uptake by ≥10% ≥85% pupils report pathway matches their needs						
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

PEF ALLOCATION:

£ 111,000

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES**



Pupil Equity Fund Plan 2026-27

*(Random sampling of PEF Plans
will continue throughout the session).*

RATIONALE FOR PEF PLAN

Please detail below the poverty related gap which you are addressing and the data which supports your rationale.

Literacy: Gap: up to 12.5 percentage points between most and least deprived.

- A significant minority of pupils from deprived backgrounds are not achieving expected literacy levels by S3.
- This suggests gaps emerging pre-S1 (during primary) that are not fully closed in BGE.

Numeracy: Gap: around 8–11 percentage points, widening in some previous years

- Numeracy is a clear and persistent poverty-related gap.
- Lower SIMD pupils are:
 - More likely to not achieve expected CfE levels
 - More likely to require intervention later in secondary

What is Your Poverty Related/Equity Gap? (Q1 v Q5 or other poverty marker)	Intended Outcome/Impact	Evidence/Measures	Detailed Costings	December Checkpoint
Select From: attainment & achievement, attendance, inclusion, participation, engagement.	Please describe your planned use of PEF allocation and what you intend to achieve.	Please indicate what pre and post assessment measures you will use to evidence impact.		RAG Status Tick progress toward outcomes
Attainment and Achievement	Spend on 2 MF PEF posts – identification of Primary Teacher and Maths Teacher Address – inconsistent attainment in S1, literacy gaps present from P7	• Early intervention (P6–S1) targets root cause of gap • Prevents need for later, more intensive interventions		
Total PEF Spend			£111,000	

Appendix 1:

When considering your 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	National Improvement Framework
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 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 Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy	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 <u>Quality Improvement Framework for ELC</u> Leadership Leadership and management of staff and resources Staff skills, knowledge, values and deployment Leadership of continuous improvement Children thrive and develop in quality spaces Children experience high quality spaces Children play and learn Play and learning Curriculum Learning Teaching and Assessment Children are supported to achieve Nurturing care and support Wellbeing, inclusion and equality Children's progress Safeguarding and child protection <u>PEF INTERVENTIONS</u> 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	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 Outcomes 1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. 7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	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 <u>EDUCATION AND FAMILIES' PRIORITIES</u> 1. Leadership 2. Attainment and Achievement 3. Wellbeing and Inclusion 4. Attendance and Engagement	
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> 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.		