



## Driving Equity and Excellence

### Improvement Action Plans

Session 2021-22

<b>School:</b>	Sacred Heart Primary Sacred Heart Nursery Orbiston Nursery
<b>Cluster:</b>	CNHS

Improvement Plan Summary	
<b>Cluster Priority:</b>	<ol style="list-style-type: none"> <li>1. Establish a robust integrated approach to improve Health &amp; Wellbeing outcomes for children and Families across our cluster.</li> <li>2. Improvement in attainment in Literacy &amp; Numeracy.</li> <li>3. Cluster Continuation; Assessment and Moderation</li> </ol>
<b>School Priority 1:</b>	1 Continued improvements to close the gap in attainment in Numeracy across all Stages but with a focus on children in SIMD 1 and 2
<b>School Priority 2:</b>	2 Continued improvements to close the gap in attainment in Literacy across all Stages but with a focus on children in SIMD 1 and 2
<b>School Priority 3:</b>	3 Continued improvements to close the gap in attainment in Health & Wellbeing across all Stages but with a focus on children in SIMD 1 and 2
<b>School Priority 4:</b>	4 STEM - Developments in Science, Technology, Engineering, Mathematics within the Curriculum for Excellence
<b>Continuation</b>	Rights Respecting School - Towards Silver
<b>Nursery Class Priority:</b> Sacred Heart Nursery Orbiston Nursery	Priority 1-4 Orbiston N - Care Inspectorate current Recommendation All Nurseries; Amalgamation Plans within SH Building Fully embed 1140hrs NLC guidance

- 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.

### Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
  - School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Parental Engagement
  - School Improvement
  - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities

### School Vision and Values

Sacred Heart Primary and Nurseries, are continually making improvements in our Primary School, Early Years Establishments and Community to provide the best in Education, Pastoral Care, Health and Well Being for all. We aim to further improve the quality of Learning, Teaching and Care and Welfare for every child. In carrying out all aspects of our work, we;

- Conduct our business with integrity, impartiality, fairness, tolerance and mutual respect
- Aim high in all that we do, providing a well-ordered, safe and well-resourced environment for all
- Help all members of the learning community to develop their skills and talents
- Advance social justice and equality of opportunity, valuing diversity, promoting social Inclusion - in an Environment 'Where Everyone Matters' while 'Working in Partnership Together'
- Seek progress through partnership, working closely with people with whom we share a common purpose

Through all of this we aim to develop the skills and talents of all our pupils, ensuring that they are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We continue to work with all partners in providing a nurturing, stimulating and high achieving community of learning, both indoors and out, where individuals are supported to become active, independent and successful learners. We will build on our awards from Education Scotland in June 2015; 'Transforming Lives Through Partnerships' and 'Social Enterprise in Education' which recognised the need to promote quality Partnerships within our community building a nurturing community, promoting the GIRFEC agenda starting at the Early stages through to the Primary school and then further supported in the community.

We aim to continue to welcome innovation and curricular flexibility and creativity in meeting local needs, where we welcome diversity and promote social inclusion. We are working towards a new build, looking at the Partnerships between our neighbouring school; Lawmuir Primary and nurseries. We look forward to working with all these establishments in preparing to move to our new Campus in Bellshill. In the meantime we will be amalgamating our nurseries together within Sacred Heart Primary, building consistency in the Early Years Team in preparation of our New Orbiston Area HUB and Family Learning Centre.

# Cluster Priority 1

IMPROVEMENT PRIORITY 1:		Establish a robust Integrated Approach to improve Health and Wellbeing Outcomes for Children and Families across our Cluster			
Person(s) Responsible Who will be leading the improvement? HGIOE/HGIOELC Quality Indicators	Cluster Chair and CIL, supported by Education and Families Manager, Cluster HTs	4 Staff			
1, 3, 4, 3.1, 3.2	PEF Interventions NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)	
	1, 2, 9, 10	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress	3. Improvement in children's and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	
Outcomes(s) / Expected Impact Detail targets, %, etc	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)	Resources Please include cost and, where relevant, state where costs being met from	Timeline What are the key dates for implementation? When will outcomes be measured? Checkpoints?	
1. Establish robust working models in the empowerment of good quality practitioners and professionals that enhance wellbeing outcomes for children and young people	Identify Children and Families across the Cluster who would benefit from early intervention/prevention and secure agreed funding from NLC Children Services Partnership to meet needs All Key Cluster Stakeholders will establish a shared vision and cluster protocols in terms of partnership working and an integrated approach to support The Integrated Wellbeing Team will actively promote and agree supports for Children and Families across the Cluster.	Evaluate against NLC Education and Families Health and Wellbeing Framework Evaluations from all cluster stakeholders in August and October will demonstrate level of engagement of Children and Families. Ongoing monitoring and tracking will identify positive outcomes achieved A clear vision is established for Cluster working which is based on the development of good quality relationship based practice that enhances partnership working with Children and Families	Established Integrated Wellbeing Base at St. John Paul II & Cardinal Newman High School	By October 2021 mid term break	
2. Empower practitioners to deliver high quality practice that enhances wellbeing outcomes for children and young people	All stakeholders will undertake Wellbeing Application training All stakeholder will use the Wellbeing Application Integrated Wellbeing Team Meetings will be attended by all key stakeholders on a monthly basis, calendar dates will be set in advance. HART/ Multi-agency approaches for Cluster agreed.	100% of identified staff trained and implementing the GIRFEC pathway. Data on revised staged intervention approach will show decreasing numbers as stages escalate. Data will see reduced numbers of children discussed at intensive level at Integrated Wellbeing Meetings Monitoring and Tracking of attendance and outcomes from Integrated Wellbeing Meetings Framework for Cluster Multi-agency working agreed and implemented	GIRFEC refresh Wellbeing application Transport issue to resolve	August Inservice 2021 - NLC Plan November Inservice 2021 - Update	
3. Support practitioners to deliver high quality practice that enhances wellbeing outcomes for children and young people	SAC teacher, where appropriate, mentoring in place for identified pupils Multi-agency training for the Integrated Wellbeing Team around the new Empowering Clusters Model All relevant staff will undertake Strengths & Gratitude Questionnaire (SDQ), analysis training CIL will work with schools where appropriate to develop Cluster wellbeing and attainment profile (risk rating)	CSL role and remit agreed for supporting children and families via the GIRFEC pathway All members of the Cluster trained and implementing the new Empowering Clusters Model. Involvement in attendance supported and sustained. Risk Matrix produced	Documentation around the "Empowering Cluster" model	Training Implementation of "Empowering Cluster" Model November 2021 Inservice Day	
4. Support practitioners to deliver high quality practice that enhances wellbeing outcomes for children and young people	Integrated Wellbeing Team support and develop the base at St John Paul II & Cardinal Newman High School in terms of resource and functionality.	Evaluations and feedback from children and their families accessing the wellbeing base and receiving appropriate support as identified via the GIRFEC pathway. The Integrated Cluster Wellbeing Base will be established, providing support to children and their families.	Wellbeing Base resourced appropriately Admin resources for the wellbeing team.	Base to be functional by 1. 2022	
5. Support practitioners to deliver high quality practice that enhances wellbeing outcomes for children and young people	All heads of schools and centres will implement and review locally produced Our School Centre Policy for their own establishments. School counselling in schools matched to identified need. Risk Matrix, where appropriate, used in all schools in the Cluster to track need, interventions and progress. A Cluster based approach to the delivery of the recommendations of "The Promise" will demonstrate a clear link with the rest.	Increased number of appropriate referrals from schools to the Financial Education Team Evidence of success in clear and robust Counselling service in place - Cluster data monitored by CIL linked to wellbeing profile. Improvement in attendance. (DATES Comparison?) SDQ data analysis	Guidance paper for policies Counselling Budget Home School Partnership Officer DBP CAWHS EEI? Scoti's Reclaimment Challenge PIT Teacher (as applicable)	Polices to be reviewed by the end of February, 2022 Counselling data reviewed each term Measure termly - comparisons November 22 and June 22	

## 2021-22 School Improvement Priority 1

### IMPROVEMENT PRIORITY 1:

◆ Continued improvements to close the gap in attainment in Numeracy across all Stages but with a focus on children in SIMD 1 and 2

**Person(s) Responsible**  
Who will be leading the improvement?

**J Vaughn, K Somerville HT and Staff**

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>Education and Families Priority</b>	<b>HGIOS 4 QIs</b>	<b>PEF Intervention</b>	<b>Developing in Faith</b>	<b>UNCRC Article(s)</b>
2. Closing the attainment gap between the most and least disadvantaged children	4. Assessment of Children's Progress	1. Improvement in attainment, particularly literacy and numeracy	1.2 Leadership of Learning	5. Promoting a high quality learning experience	NA	Article 29 - goals of education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
<p>Continue to develop and further embed the levels of Active Maths implemented throughout the school and nurseries with increased confidence and motivation for learners and teachers</p> <p>Continue to improve the attainment in Numeracy. Narrow the gap in numeracy by 10% in SIMD 1, 2, 3.</p> <p>Increase confidence and engagement in numeracy through a balanced approach to learning and teaching strategies.</p> <p>Improve Parental engagement with Numeracy at home with differentiated learning for identified children.</p> <p>Increase levels of support in learning at home by providing support to these parents.</p> <p>Utilise digital learning at home or in lockdown depending on circumstances that evolve</p>	<p>Provide further support to embed the use of SEAL throughout each stage.</p> <p>Continue to implement Number Talks</p> <p>Pilot new NLC Progression Pathways in conjunction with school skills Progression</p> <p>Pilot the new NL Maths Pathways for Early, First and second Levels</p> <p>Implement the SEAL Maths approach for children in targeted support groups</p> <p>Integrate SEAL Maths theory and application within all stages as 'CORE' numeracy</p> <p>Provide other targeted support through Number Box for targeted Children</p> <p>*Liaise with CLD worker to offer support sessions to parents / carers</p> <p>Invite parents to Maths workshops to increase their own confidence and subject knowledge</p> <p>*Offer a numeracy homework club at various points of the year</p>	<p>Learning visits</p> <p>Peer observation</p> <p>Teacher Evaluations</p> <p>MAL T assessments(Medium)</p> <p>Scottish National Standardised Assessments (Long Term)</p> <p>SEAL Resources &amp; Literature</p> <p>Pre/Post Teacher Judgment</p> <p>Number Box Support Sessions offered through volunteers</p> <p>Learning Visits as part of the Monitoring &amp; Quality Assurance Calendar</p> <p>Pre/Post Parent questionnaires</p> <p>*Engagement in Maths Workshops (uptake and attendance tracking)</p> <p>*Evaluations of Homework Clubs</p> <p>Evaluations of Toolbox</p>	<p>Heinemann</p> <p>Teeday</p> <p>SEAL Planners</p> <p>NLC Pathways</p> <p>Numeracy HUB</p> <p>MAL T Assessment</p> <p>Scottish National Standardised Assessment</p> <p>CEM Assessment</p> <p>SEAL Resources &amp; Literature</p> <p>Number Box</p> <p>*Parent Support Group-working with identified children</p> <p>Selection of resources used within school to share with parents</p> <p>*Workshop design/collaboration time</p> <p>CLD (Attainment Challenge) Resources for Toolkit (PEF—cost)</p>	<p>Checkpoints in INSETS: November February May</p> <p>Checkpoints in November, February and March</p> <p>SNSA administered around May</p> <p>Teacher Judgment Transition to August</p> <p>Teacher Judgment in October, February and June.</p> <p>Attainment tracking as part of Monitoring Calendar</p> <p>September Parental Engagement workshops</p> <p>October / Parents as Partners events</p>
<p><b>Resources</b></p> <p>Numeracy Champion, Wider staff experience, Numeracy HUB, Resources in place in every class purchased last year, PEF, Ledger lines.</p>				

<p>With Literacy Coach, look at the structure and content of Active Literacy.</p> <p>The overall effectiveness of what we are trying to achieve in Literacy.</p> <p>Auditing resources, procedures and Methodology to improve Learning and Teaching.</p> <p>Quality of resources for all abilities</p> <p>Support and programme of study</p>		<p>*Evaluations of Homework Clubs</p> <p>Evaluations of resources</p>	<p>share with parents</p> <p>*Workshop design/collaboration time</p> <p>CLD (Attainment Challenge)</p> <p>Resources for Toolkit (PEF—cost)</p>	
<p><b>Resources</b></p> <p>Literacy Coach PT, Literacy HUB, wider staff experience, resources in place in every class purchased last year, PEF, Ledger lines.</p>				

	<p>Trial new resources to improve engagement and challenge in Literacy.          *Liaise with new CLD worker to offer support sessions to parents / carers          Invite parents to workshops to increase their own confidence.</p>	<p>*Engagement in Literacy Workshops / Book Clubs (uptake and attendance tracking)          *Evaluations of Homework Clubs          Evaluations of resources</p>		
<p><b>Resources</b>          DHT, Psychologist, CILL, Nurture Teacher, wider staff experience, Inclusion staff, CLD, Emotion Works, Growth Mindset, Bilateral Integration, PEF funding, Ledger lines</p>				

## 2021-22 Nursery Class Improvement Plan

<b>IMPROVEMENT PRIORITY:</b>	Amalgamation of two Nurseries, Action Plan – Orbiston Nursery Recommendation	
<b>Person(s) Responsible</b> Who will be leading the improvement?	Core Improvements; Literacy, Numeracy, Health & Wellbeing Development Officer EY, All Staff in SHN and Orb N, Lead, SLT, PL's, Lead, EEL,	

NIF Priority	NIF Driver	Education and Families Priority	HGIOELCC QIs	PEF Intervention	UNCRC Article(s)
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item	Choose an item

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
1 To amalgamate SHN and Orb N in SHP.	Two nurseries with two identities but working together as a team to provide the highest quality in L&T, care and welfare.  Furnishing and planning the environment to support a quality service within the CfEx for all pupils	Team work with EY Dev Officer  Planning all areas to facilitate Literacy, Numeracy and H&W activities to develop skills  Discuss, Observe, 'Next Steps'  Audit what needs updated and renewed paperwork  New organisation of Nurseries	INSET 1-5 throughout 2021 / 2022  Daily monitoring schedules; All staff EEL PL's EY Dev Officer DHT HT	INSET 1-5 throughout 2021 / 2022  Weekly SLT meetings PL / EEL daily interactions and monitoring Daily observations and feedback from PL's  Updated procedures and policies  Parental Reports; Written, verbal, pictorial, TWITTER,  PRD annual targets and written achievements to be endorsed by SSSC, Care Inspectorate and Educ Scot
2 Assessment & Moderation	Developing systems in place for robust Monitoring	Tracking progression of pupils.	Taking lead in developments	All subject to Covid conditions and guidelines
3 Orbiston N Action Plan	Review operational procedures ie Fire Drills Budget Communication Accessing outdoor and indoor space Parental support Digital Learning Care Inspectorate Guidelines CFEx	Digital skills for recording, tracking and monitoring	Improvement roles and working in partnership Parental partnership	
4 Tracking Core Developments in: Literacy Numeracy Health & Wellbeing	Early, First and Second level within the cluster of CNHS. Meeting regularly to improve the quality of L&T		Communication about progress and achievement	

**NAME OF ESTABLISHMENT:**  
**SAC/PEF ALLOCATION (FTE or resource):**

**NORTH LANARKSHIRE COUNCIL**  
**EDUCATION & FAMILIES**  
**SAC/ PEF RESOURCE SPEND**



## SAC/ PEF PLAN 2021-22

### RATIONALE FOR SAC/ PEF PLAN

Please provide below detail around your rationale for the SAC plan.

Consider the following: attainment, attendance, exclusion, participation, engagement.

Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people.

<b>Costings</b> (FTE or resource)	<b>Focus area - Intervention</b> Literacy / Numeracy / HWB	<b>Intended Outcome</b>	<b>Evidence</b>
1 FTE Teacher	APT 1 To allow a Nurture Class  To raise awareness and lead STEM	<p>Nurture has consistently been a fundamental resource in SHP. This resource 'Sparkle Station' allows new starts to Primary transitioning from Early Years to gain support in settling in to Primary school.</p> <p>Pupils are identified in P1 that show significant need of support through our observations in the transition programme at the Early Stages in Nursery, through Social Care activity, through Links with Social Welfare;</p> <p>APT 1 Allowing Nurture Class Nurture Support in Early – P3 Supporting transition from Early to P1 Leading Nurture support in P4-7 stages Leading 'Digital School' within Nurture Core and supporting this throughout the school</p> <p>Tracking progress in attainment and supporting overall picture throughout all stages of learning</p> <p>Raising awareness and leading STEM as our school and Early Years Champion indoors and outside.</p> <p>Supporting SLT to close the attainment gap and analyse progress and pace from data ie Malt, CEM and SNSA etc</p> <p>Supporting whole school and community involvement with Growth Mindset and Emotion Works in Early Years establishments and presentations to parents.</p> <p>Nurture funding for the 'Sparkle Station'; a place of calm, focus and care. Building strength and consistency in learning and supporting families who are fractured</p>	<p>Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc)</p> <ul style="list-style-type: none"> <li>• <b>Audit of Nurture</b> To see and recognise the increasing potential in supporting: Nurture Core P1 – P7 pupils Families affected Pupils from families in crisis</li> <li>• <b>Observations analysing effectiveness in meeting the above needs of a child in crisis</b></li> <li>• <b>Tracking improvements and impact of interventions in place</b></li> <li>• <b>Boxhall assessments</b></li> <li>• <b>Fluidity and focus of interventions to meet the needs of a child in crisis</b></li> <li>• <b>Effective communication and partnership of Nurture Staff / Class Teacher Staff</b></li> </ul>