

### 2021-22 HWB School Improvement Priority

<b>IMPROVEMENT PRIORITY:</b>		<b>Recovery Plan for Health and Wellbeing – To further support the mental, social, emotional and physical health of all children, families and staff</b>				
Person(s) Responsible Who will be leading the improvement?		Claire O'Neill DHT Pupil Support PT's Martin Anderson HT Graeme Nolan DHT				
<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>
			<b>3.1 Ensuring wellbeing</b>			
<b>3. Improvement in children's and young people's health and wellbeing</b>	<b>1. School Leadership</b>	<b>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</b>	<b>3.2 Equality and Inclusion</b>	<b>2. Social and Emotional Wellbeing</b>	Choose an item.	Article 28 - right to education

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?	<b>Progress Updates</b>
Analysis of the HGIOS 4 - 3.1 self-evaluation audit has informed elements of the HWB improvement plan and identified appropriate staff development needs	<p><u>Claire O'Neill DHT lead</u>. Analyse the self-evaluation audit to identify priorities for further improvements</p> <p>CLPL identified for staff e.g.:-</p> <ul style="list-style-type: none"> <li>• Training in use of pastoral notes &amp; chronology</li> <li>• Solihull training</li> <li>• Nurturing approaches</li> <li>• Child Protection <u>Jo Lilly lead</u></li> <li>• GIRFEC training</li> </ul>	<p>All Staff engage (as required) in ongoing CLPL related to HWB needs identified</p> <p>Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence</p>	Ongoing August 2021 to June 2022	

<p>Staff, children and young people know and understand the use of the GIRFEC principles and processes and wellbeing indicators</p> <p>Identified staff (normally Named Person) are more confident in the reviewing, assessing and planning cycle using a strengths based approach on the analysis of risk and protective factors</p>	<p><u>Claire O'Neill DHT &amp; John McLaughlin CIIL lead.</u>          Deliver staff training on the GIRFEC refresh to support effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.</p> <p>Attend training on GIRFEC Refresh Part 2 – A Learner Journey –</p> <ul style="list-style-type: none"> <li>• Wellbeing Assessment</li> <li>• Analysing data using assessment tools</li> <li>• Action Planning</li> </ul>	<p>100% of staff trained and are implementing the GIRFEC pathway.          Data on revised staged intervention approach will show decreasing numbers as stages escalate</p> <p>Identified staff have been trained and are implementing the GIRFEC Refresh Part 2 – A Learner Journey</p>	<p>Ongoing August 2021 to June 2022</p>	
<p>All teaching staff promote the wellbeing of all children through the 6 nurture principles</p>	<p><u>Claire O'Neill DHT lead.</u></p> <ul style="list-style-type: none"> <li>• Children's learning is understood developmentally.</li> <li>• The classroom offers a safe base.</li> <li>• The importance of nurture for the development of wellbeing.</li> <li>• Language is a vital means of communication.</li> <li>• All behaviour is communication.</li> <li>• The importance of transition in children's lives.</li> </ul>	<p>Training will be delivered to all staff on the 6 nurture principles.</p> <p>Teachers will plan and support their lessons with all young people with an increased focus on the 6 nurture principles.</p> <p>Learning visits and teacher evaluations will show that almost all children are happy and engaged in their learning</p> <p>Staff engage in ongoing CLPL related to HWB</p> <p>Educational Psychologist supports this plan with training and resources</p> <p>Senior pupil Mental Health Ambassadors</p>	<p>Ongoing August 2021 to June 2022</p>	

Pilot pupil mentoring / leadership program	<u>Claire O'Neill DHT lead</u> All S1 pupils trained and supported in mentoring resilience and leadership. S6 house officials trained as pupil mentors to support and work with S1 target groups. PT's Pupil Support and Claire O'Neill DHT to facilitate support for pupils as part of this pilot program.	CANI Coaching deliver training to all S1 pupils, S6 house officials, PT's Pupil Support and Claire O'Neill DHT Time provided for all staff and pupils involved to complete relevant training. Identify S5 pupils to shadow this pilot program to build in capacity for the following year.	September 2021 – training October 2021 – June 2022	
Towards a new House Structure	<u>PT's Pupil Support lead</u> (in partnership with SMT) A school wide consultation to be led by PTPS colleagues on moving from 4 school houses to 3	Consultations with all staff, pupils parents and partners Evaluate feedback at each stage of the process Establish possible new House identities Ensure that (if this is agreed) all school systems and communications incorporate new House identities New timetable information ready which will support the technical details for the 32 period week	August 2021 to January 2022  January 2022	
The use of the Wellbeing Application provides a secure recording system for wellbeing assessments and plans	<u>PT's Pupil Support lead</u> Identified staff complete the e-learning module and course  Where appropriate, Wellbeing plans are created using the app for pupils who have more significant needs	GIRFme plans are uploaded to app Wellbeing information is safely secured on the app Relevant staff have access to wellbeing information	Ongoing August 2021 to June 2022	
32 Period week – move to the new NLC operating model.	<u>Graeme Nolan DHT lead</u> New timetable in place delivers the entitlement of the 32 period pupil week.  <u>Martin Anderson HT lead</u> Enrichment afternoon (Fridays each week) provides opportunities for pupils to participate in a range of learning and health and wellbeing activities.	New timetable in place – survey and feedback gathered from pupils and staff on how this operates  <b>Initial pilot phase</b> (August to December 2021) of the enrichment afternoon delivered by colleagues from New College Lanarkshire, Active schools, Community Learning and	Ongoing August 2021 to June 2022  Ongoing August 2021 to June 2022	

		Development (HSPO) and volunteer school staff. ASNA colleagues support pupils as required in the enrichment afternoon. <b>Post pilot phase</b> – additional partners come on board – evaluate pilot phase	January 2022	
There is clear signposting towards staff wellbeing resources, including written guidance, courses and supports.	<i>Lynn Carlin lead.</i> Health and Wellbeing Champions are known to staff and have agreed methods for sharing staff wellbeing information e.g. notice board, digital folder, staff meetings, inset days.  HWB Champions are encouraged to attend HWB Champion events wherever possible. They are given time during staff meetings and Inset days to share staff wellbeing information/ facilitate wellbeing discussion or activities.	Colleagues access resources and share recommendations with each other.  All schools and centres are represented at key HWB events and all staff have access to staff wellbeing information and resources.  Staff utilise health and well-being supports and learning resources on <b>My NL</b> which contributes to their well-being and their <b>CPD plans</b> .	Ongoing August 2021 to June 2022	
Supporting families with their HWB	<i>Lynn Carlin lead.</i> Family cooking program	PEF funded cooking resources provided for targeted families with ongoing support built in for these families by Lynn Carlin and Clare O'Neill HSPO	Ongoing August 2021 to June 2022	
<b>Resources</b> Resources for School Staff to Support Positive Mental Wellbeing of Children and Young People <a href="https://education.gov.scot/media/ajhbcvmx/positive-mental-wellbeing-resources.pdf">https://education.gov.scot/media/ajhbcvmx/positive-mental-wellbeing-resources.pdf</a> <a href="#">Link to staff wellbeing resources on MS Teams</a> <a href="#">Link to staff wellbeing resources on workwell NL</a> PEF, staffing, mainline budget, management time				

## 2021- 22 Digital Improvement Plan / DYW Priority

<b>IMPROVEMENT PRIORITY:</b>	<b>Digital recovery pan - establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.</b>
Person(s) Responsible Who will be leading the improvement?	<b>PT's Digital Skills Kim Young / Kirsten Douglas, Lesley Lennox PTPS, Caroline O'Connor PTSfL, DYW Champion</b>

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
			<b>2.3 Learning, Teaching and Assessment</b>			
<b>2. Closing the attainment gap between the most and least disadvantaged children</b>	<b>5. School Improvement</b>	<b>2. Closing the attainment gap between the most and least disadvantaged children</b>	<b>3.3 Increasing Creativity and Employability</b>	<b>5. Promoting a high quality learning experience</b>	Choose an item.	Article 28 - right to 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
Through developed contingency and online learning plans, children and young people experience continued and progressive learning both in school and remotely.	All staff to further develop contingency and online learning plans for remote learning via SMHW, MS Teams and other platforms. Agree a whole school approach to remote learning (continue with BOTH SMHW and Teams or move to Teams only)	Planning, tracking, and monitoring <u>PTs Digital Skills to survey</u> - <ul style="list-style-type: none"> <li>Learner evaluations</li> <li>Staff evaluation</li> <li>Parental Evaluations</li> </ul>	Ongoing August 2021 to June 2022	

	All staff to develop remote learning plans for those unable to be in school. All staff to embed NL Digital School/Virtual Classroom and National learning into remote offer.	All staff to provide learning resources for pupils at all stages to support online learning and monitor the engagement of any online learning		
Plan approaches to digital pedagogy, to develop and enhance effective learning and teaching.	<u>PT Digital Skills</u> to work with SMT to develop guidance on digital pedagogy  <u>Graeme Nolan lead</u> - Develop Teaching and Learning policy to include digital approaches that have greatest impact Review of approaches to learning and teaching to plan for most effective digital use.  Continue staff CPD on pedagogical approaches to using digital technology	Planning, tracking, and monitoring Staff consultation Digital engagement data PRD Learner consultation Class observations	Ongoing August 2021 to June 2022	
Review digital approaches to assessment of learning to inform learner's next steps and progress.	<u>Caroline O'Connor lead</u> – PT SfL / PT's Curriculum Identify digital approaches to assessment of learning	Staff consultation PRD Planning, tracking, and monitoring Classroom observations Reporting	Ongoing August 2021 to June 2022	
Children and young people experience progressive digital skills within and across the curriculum.	<u>DYW Champion</u> Lead and Develop learning experiences to show links to the world of work.  <u>Lesley Lennox / PT Digital champions</u> lead design and deliver a UNCRC virtual classroom and maintain its content	Planning, tracking, and monitoring Learner evaluations Staff consultation Staff access the virtual UNCRC classroom and use that a teaching resource.	Ongoing August 2021 to June 2022	
<b>Resources</b> PEF, staffing, mainline budget, management time				

## 2021- 22 Learning and Teaching Improvement Plan Priority

<b>IMPROVEMENT PRIORITY:</b>	<b>Engage in learning and teaching activities which enhance pedagogy and support active learning. Target pupil attainment and build in supports to address learning loss.</b>
Person(s) Responsible Who will be leading the improvement?	<b>MTV Leaders Graeme Nolan, Russell Paterson, Jacqueline McDade, John Bauld, Martin Anderson HT, Donna Jacobs acting DHT, Jo Lilly DHT</b>

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
			<b>2.3 Learning, Teaching and Assessment</b>			
<b>1. Improvement in attainment; particularly in literacy and numeracy</b>	<b>5. School Improvement</b>	<b>1. Improvement in attainment, particularly literacy and numeracy</b>	<b>3.3 Increasing Creativity and Employability</b>	<b>4. Targeted Approaches to Literacy and Numeracy</b>	Choose an item.	Article 28 - right to 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
MTV <b>“Making Thinking Visible”</b> Developing empowered classrooms –Practitioner Enquiry	MTV leaders to refresh, reconnect and collaborate with their “learning teams” and share best practice throughout the year on the MTV suite of teaching and learning strategies	Staff meetings DM’s INSET days Staff meetings ALL PT’s Curriculum plus at least 1 member of their department.	Ongoing session 2021/22 and beyond	

		<p>ALL SMT to be involved with their link departments</p> <p>SMT learning visits</p> <p>Learning walks</p> <p>Learning Rounds 1 – focus AiFL</p> <p>Learning Rounds 2 – focus on sharing aspects of “MTV”</p> <p>Thinking Skills</p>		
<p>Departmental Engagement Visit program – undertake “pilot 2” following successful pilot in previous session.</p>	<p><i>Martin Anderson HT lead</i> - DEV Team incorporating 2 SMT and 2 PT colleagues will spend a full day working with a selected department and produce a report on the quality of learning and teaching visited.</p>	<p>Learning visits</p> <p>Staff focus groups</p> <p>Pupil focus groups</p> <p>Report produced providing feedback and advice</p>	<p>Completed by November 2021</p>	
<p>Quality Assurance</p>	<p><i>Martin Anderson HT lead</i> Quality Assurance booklet updated for session 2021/22</p>	<p>SMT will meet monthly with respective link PTs to discuss items in line with the school calendar and the reporting and tracking calendar</p>	<p>Ongoing all year.</p>	
<p>Supporting learners literacy and attainment – identifying learning gaps and providing solutions to any “learning loss” experienced due to learning disruptions</p>	<p><i>Responsibility of all – all staff</i></p> <p><i>Donna Jacobs acting DHT to coordinate</i></p> <p>90% plus of every year group to attain level 3 in Numeracy / Literacy benchmarks by end of their S3</p> <p>1<sup>st</sup> phase Key focus on using the ACEL data from all associated primary schools to track new S1 pupils literacy / numeracy progress</p> <p>Literacy / numeracy Interventions in place for targeted S1 pupils which are tracked and monitored with impact measured</p> <p>2<sup>nd</sup> Phase Literacy / numeracy Interventions in place for targeted S2 and S3 pupils which are tracked and monitored with impact measured</p> <p>Collaboration with all PT’s. PT Mathematics, PT English and PT SfL support and provide information to all colleagues on BGE attainment data and progress.</p>	<p>All teaching staff to incorporate primary 7 ACEL data into their lesson planning.</p> <p>Pupils to be targeted for additional supports in numeracy and literacy to be provided with supports time and resources each week. Continue to use RTIC / RWI and Numeracy interventions to support learners to close their gaps Tracking and reporting to focus on pupil benchmarks and next steps for improvement.</p>	<p>August to December 2021</p> <p>October 2021 to March 2022</p>	



Global citizenship	<u>Jo Lilly lead</u> Review the S3 IDL curriculum with a focus on climate change / global citizenship	Update resources and raise awareness with pupils about the climate emergency. Pupil action group raises awareness across the school about climate change – they lead the change agenda on what we can do as a school to support the climate crisis	August 2021 to June 2022	
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**Resources**

PEF, staffing, mainline budget, management time

## 2021- 22 Whole School Awards / School Ethos Improvement Plan Priority

<b>IMPROVEMENT PRIORITY:</b>	<b>Continue with whole school initiatives which support inclusion and support our whole school values Determination, Ambition, Respect and Teamwork</b>	
Person(s) Responsible Who will be leading the improvement?	<b>Stephanie Masterson, Lesley Lennox PTPS, Caroline O'Connor SfL, DYW Champion, PE Team and Active Schools</b>	

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
			<b>2.7 Partnerships</b>			
<b>3. Improvement in children's and young people's health and wellbeing</b>	<b>5. School Improvement</b>	<b>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</b>	<b>3.2 Equality and Inclusion</b>	<b>2. Social and Emotional Wellbeing</b>	Choose an item.	Article 8 - protection and preservation of identity

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
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Continuing the Journey towards <b>LGBT Youth Scotland Gold Charter Status.</b>	<u>Stephanie Masterson and Pride not Prejudice Team lead.</u> <ul style="list-style-type: none"> <li>All staff trained in the online modules provided by LGBT Youth Scotland to demonstrate the required evidence for Gold Charter standard.</li> </ul>	Training completed for all staff. A follow up session / evaluation is also completed with 25 staff approx...	Ongoing August 2021 to June 2022	
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	<ul style="list-style-type: none"> <li>Pride not Prejudice pupil leaders support the vision of the school on LGBT inclusion and education. Including the organisation of Purple Friday 25/02/22</li> </ul>	Policies are adapted to be LGBT friendly / inclusive as required. Audit / evidence gathered LGBT Scotland accept evidence and Gold charter achieved Time at INSET days Working group supports this initiative		
Continuing the Journey towards <b>Sports Scotland Gold Status.</b>	<u>PE team Active schools Pupil Sports leaders lead.</u> <ul style="list-style-type: none"> <li>Evidence gathered which demonstrates the required evidence for Gold Charter standard.</li> </ul>	Audit / evidence gathered Sports Scotland accept evidence and Gold charter achieved Time at INSET days Working group supports this initiative	Ongoing August 2021 to June 2022	
<b>UNCRC Towards Silver Charter Status</b>	<u>Lesley Lennox Lead</u> Audit the delivery of UNCRC across the curriculum. Gather evidence for Silver charter status. Deliver UNCRC event. Promote Children's Rights in school / learning and via social media and showcase what we are doing to incorporate UNCRC as a school	Audit / evidence gathered Rights Respecting Schools Awarding body accept evidence and Silver charter achieved Time at INSET days Working group supports this initiative	Ongoing August 2021 to June 2022	
<b>Towards the Digital Schools Award</b>	<u>Kim Young / Kirsten Douglas lead.</u>  PT's Digital Skills promote and support the skills required across the school to improve and enhance digital learning and teaching. Through this ongoing work PT Digital Skills gather the evidence for the Digital Schools Award	Planning, tracking, and monitoring Learner evaluations Staff consultation Parental evaluations Digital engagement data Audit and evidence gathered which supports the Digital schools award to be achieved. Time at INSET days Working group supports this initiative	Ongoing August 2021 to March 2022	
<b>Resources</b> PEF, staffing, mainline budget, management time				

## 2021-22 Cluster Improvement Plan

<b>IMPROVEMENT PRIORITY:</b>	<b>To develop a shared approach to targeting support towards young people and their families.</b>				
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement	<ol style="list-style-type: none"> <li>1. Promoting a high quality learning experience</li> <li>2. Differentiated support</li> <li>3. Using evidence and data</li> <li>4. Engaging beyond the school</li> <li>5. Partnership working</li> <li>6. Professional learning and leadership</li> <li>7. Using evidence and data</li> <li>10. Engaging beyond the school</li> </ol>	Teacher Professionalism Assessment of Children's Progress School Improvement Performance Information	<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy;</li> <li>2. Closing the attainment gap between the most and least disadvantaged children;</li> <li>3. Improvement in children's and young people's health and wellbeing; and</li> </ol>	Priority 2: Closing the attainment gap between the most and least disadvantaged children	Article 28 – right to education Article 29 – goals of education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures	Timescale	Progress Updates
Increase attainment for targeted students to improve attainment gap in literacy.	Establishments to identify groups students who require additional interventions in reading/ writing and agree intervention by CST	(Quantitative) Baseline assessments and CST assessments (SNSA, ACEL, Progress and Achieve)	Termly- 10.11.21 31.1.21 22.4.21	

<p>Improve overall average ACEL data in reading from 76% to 80%</p> <p><b>Rational:</b> <b>ACEL 2019 highlights Reading as an area for improvement in 5 schools (less than 80% achieving their target level) in addition writing had an average level of 74% across the cluster</b></p> <p><b>Airdrie Academy aspirational targets</b></p> <p><b>ACEL Numeracy 90%+ Literacy 90%+</b></p>	<p>Identify 3 groups of students for CST to target (up to 10 in each group) support to raise attainment across the cluster. Data held at school level will also indicate specific areas for targeted support.</p> <p>Continue cluster approach to Learning Teaching and Assessment.</p> <p>Schools to develop a shared approach to use data to record and plan for improvement.</p> <p>Collaboration on effective use and analysis of diagnostic assessments across the cluster.</p> <ul style="list-style-type: none"> <li>• What is being used? (e.g. MaLT, YARC, Number Screening, SWST, SNSA)</li> <li>• How effectively is data used to inform planning? (e.g. SNSA – is data analysed to identify lower levels of attainment in relation to specific Es+Os and implement appropriate planning)</li> <li>• What is working well/not so well?</li> </ul>	<p>Benchmarks and diagnostic assessments to be completed by schools pre-intervention, by CST – post intervention. Used shared tracking spreadsheet.</p> <p>(Qualitative) Staff evaluations and teacher confidence in assessing levels Increased attainment in Tracking interventions sheet. Staff Questionnaire</p>	<p>28.6.21 Schools will be supported termly and evaluations will be submitted to HT's and CIIL. Schools should prepare baseline information prior to CST commencing.</p> <p>School survey should be set in August of the year and again in May to assess staff confidence levels (MS forms)</p>	
<p>All establishments develop process towards becoming a more nurturing environment (Personalised School Targets based on self-evaluation)</p> <p><b>Rational:</b> <b>SDQ identified 15% of pupils in Primary school had raise, high or very high difficulties score. Schools in cluster are all nurturing environments and are at different stages in terms of developing the 6 principles of nurture. Schools will continue</b></p>	<p>Educational Psychologist to work with schools to complete nurture self-evaluation</p> <p>Cluster schools agree with educational psychologist on nurture principles to address</p> <p>Shared practice in transition from nursery to primary</p> <p>Share good practice at cluster meetings on nurture approaches</p>	<p>(Qualitative) Self-evaluation Stakeholder views Position Statement Surveys</p> <p>(Quantitative) Number of exclusions reduced (What's the story Dashboard) Microsoft form to judge teacher confidence Increased attendance</p>	<p>Staff survey set in August to gauge baseline scores.</p> <p>March Checkpoint. – Review with Educational Psychologist</p> <p>June Checkpoint. School reports</p> <p>Ongoing showcase at Cluster meetings</p>	

<p><b>to develop this to support the 15%. Good practice will be shared to enhance experiences of young people across the cluster.</b></p>		SDQ		
<p>Reduce the identified vulnerable groups by supporting families through partner agencies by 10%</p> <p><b>Rational</b>  <b>233 children were identified across the cluster as vulnerable. Schools and wider community should work together to ensure early and effective interventions are in place to get support to families when they need it.</b></p> <p><i>Airdrie Academy aspirational targets</i></p> <p><i>We will continue to monitor and support all pupils – particular focus on positive leaver destinations – maintain this 92%+</i></p>	<p>Target identified pupils highlighted as having a number of vulnerabilities.          Create a plan to increase participation in the community using the Wellbeing team to support          Build a poverty proofing policy into GIRFEC pathways for planning.          Ongoing identification of supports at universal, additional and intensive level.          Create an interactive cluster directory          Celebrating Airdrie day – target families          Poverty Awareness week activities          Schools together should continue to review vulnerable families and work together to track the supports available and impact of these supports.</p>	<p>(Quantitative)          Leuven Scale          Attendance          Vulnerable Children’s lists          SDQ data          Outcome star</p> <p>(Qualitative)          Pupil views          Participation in school</p> <p>(Observations)          Staff observation          Case study</p>	November March	
<p>Improve Mental Health by increasing number of children scoring “close to average” from 85% to 88% (<i>awaiting data on SDQ – will follow up with baseline / progress surveys</i>)</p> <p><b>Rational</b>  <b>85% of students have been identified as having an average SDQ score. By targeting 15 % who score raised, high or very</b></p>	<p>Application to community MH and Wellbeing fund          Development of nurture          Work with local community groups on a shared approach to improving mental Health (LOIP)          Stress and Anxiety training to be given to staff in all schools          Planned use of Leuven scale to measure wellbeing interventions          Structured delivery of LIAM programme          Create online SWAY resources to support Mental Health</p>	<p>(Quantitative)          SDQ          Counselling numbers          Leuven Scale evaluations</p> <p>(Qualitative)          Staff evaluations</p> <p>Pupil Feedback          Evaluations from third sector providers</p>	November March	

<i>high in the survey it is hoped that these students will become happier in their school environment and in turn raise attainment</i>				
<b>Resources</b> PEF, staffing, mainline budget, management time				