



## *Driving Equity and Excellence*

### Improvement Report

### Session 2023-24

<b>School:</b>	Airdrie Academy
<b>Cluster:</b>	Airdrie
<b>Head Teacher:</b>	Martin Anderson

<u>AIR Submission Date</u>	<u>Submission Focus Area</u>	<u>Progress towards improvement priorities</u>
6 <sup>th</sup> October 2023	QIs 3.1 & PEF Update	Internal only. No submission necessary.
8 <sup>th</sup> December 2023	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
22 <sup>nd</sup> March 2024	QI 2.3 & PEF Update	Internal only. No submission necessary.
14 <sup>th</sup> June 2024	Full submission: All QIs & Overall Summary of PEF plan/impact.	Submission required – A summary of progress towards identified priorities.

Mid-term submission should be emailed to [QISSIP-SIR@northlan.gov.uk](mailto:QISSIP-SIR@northlan.gov.uk).

The final report will be collected using a GLOW form and the link will be sent prior to the final submission date, in June 2024.

## Section 1: Establishment Details

### Establishment Improvement Report

#### Context of the school:

*This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g., staffing changes/issues).*

*Key information such as SIMD, FME, school roll, PEF allocation, self-evaluation grades and outcomes of external inspection, will be collected via the Glow form used to support submission of the AIR, therefore there is no requirement to include this information here. Schools will also be asked to identify main focus areas for new priorities on the Glow form.*

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

Continue to embed Nurture principles (3-year plan) – see attached “RAG” SIP 2023-24 and attached draft SIP 2024-25

Invested in additional 1.0fte Nurture Teacher for session 2023-24 which is now permanent for next session and increase Barnardo's input to 2 days per week (both PEF funded) – this provision has continued into next session.

De-escalation training delivered to all staff in August 2023 in-service day – which supports our nurture vision and professional learning commitment.

SCQF and alternative pathways continue to feature in our curriculum review (promotes inclusion) New courses to be introduced into the senior phase for next session Level 5 Furniture Making, E- Sports gaming and Level 5 Scottish Studies. New course to be introduced in S1 next session – Reading and Metaskills – supported by a new Skills Tracking software package.

Exclusions, average 176 openings over previous 5 years. Target a 25% reduction in exclusions each year over the next 3 years. Session 2022-23 (accurate at time of writing) 121 openings which is a 31% reduction in exclusions for the year. New target set for session 2023-24 of < 100 openings – at time of writing currently 86 openings – which is an exclusion reduction of 29% on last year's exclusion openings. Target for session 2024-25 is to further reduce exclusions by 25% with a notional target (this will be confirmed at the end of the session) of 65 openings.

Attendance,

Pupil Support Team / whole staff focus continues re attendance monitoring. Continued family engagement and targeted interventions (expanded with our new nurture base / staff).

Discussions and planning at cluster level with a focus on attendance, alternative curriculum offers, involvement of partners to target support. Whole school attendance 84.3% (accurate at time of writing) – targeted a 2% increase for session 2023-24. This target was not met – however there has been an increase in attendance statistics in our MAP data. 2024-25 target set at 86%. New clerical colleague will be based in pupil support to assist with attendance administration and contacting parents.

Details of consultation: Pupils/Parents/carers/staff/stakeholders

Pupils focus group meetings and meetings with Pupil Parliament – information supports improvement planning

Parents surveyed at all parents' evenings and feedback shared - information supports improvement planning

HMIe style surveys completed by BGE pupils, parents and staff

Staff consulted via improvement groups – collegiate discussions support planning of school improvement plan and achieving targets. Quality assurance processes (looking at core HGIOS 4 Quality Indicators) provide information from all faculties on their progress and their next steps – this information influences the leadership of change.

Various stakeholders involved in planning provisions i.e., DYW, Mental Health festival and their views considered.

All of the above is used to inform next planning steps in the school improvement planning along with improvement targets to be carried over from last year's plan – see attached RAG SIP 2023-24.

**Section 2: What progress have you made in closing any poverty related attainment gap?**

(Submission Dates: 6<sup>th</sup> October 8<sup>th</sup> December 22<sup>nd</sup> March and 14<sup>th</sup> June 2024.)

**Equity Plan**

*Please write a brief summary (500 words max.) of your approach to ensuring equity and the progress you have made. The following key questions could be considered:*

*Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process? What are your next steps?*

**At mid-term review submissions – please highlight any significant challenges to PEF plan and any significant underspends so this can be discussed with your EFM and/or a member of the SAC team.**

**October Update**

*(Consider planned intervention, impact and evidence)*

**See attached PEF update**

**December Update**

*(Consider planned intervention, impact and evidence)*

**March Update**

(Consider planned intervention, impact and evidence)

**End of Session Update (June 2024)**

**Consider overall impact of PEF plan and evidence.**

See attached PEF update

**Section 3: Summary of Impact of Annual Improvement Plan Priorities**  
**(Submission June 2024)**

<b>Cluster Priority (Long Term Outcome):</b>	
<i>(Please insert the relevant information below)</i>	
<b>NIF Priority:</b>	<b>NIF Driver:</b>
<b>NLC Priority:</b>	<b>QI:</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<b>RATIONALE:</b>	
<b>OUTCOMES:</b>	
<b>EXPECTED IMPACT:</b>	
<b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?) See attached cluster plan.	
<b>Next Steps:</b> (What are we going to do now?)	
<b>Priority 1 (Long Term Outcome): Health and Wellbeing</b>	
<i>(Please insert the relevant information below)</i>	
<b>NIF Priority: 2</b>	<b>NIF Driver: 1, 2, 3, 6</b>
<b>NLC Priority: 2,3,5</b>	<b>QI: 1.3 2.1 3.1</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: CANI Coaching £4200 (plus VAT), Estimated Nurture Space £5000 fixtures fittings and resources, Additional staffing £51000 (match funded by NLC), acting PEF DHT £13000	
<b>RATIONALE:</b> Secondary Attainment Dashboard – attendance and exclusions data and our own tracking and monitoring information highlight improving attendance, continuing with our focus on nurture and inclusion and reducing exclusions as key drivers in the aspirations in this priority. Additional 1.0 fte staffing will be used to support delivery and input in the nurture space / cover key staff to support target pupils in the nurture space.	

<b>OUTCOMES:</b> Exclusions have reduced, Nurture principles delivered to staff (ongoing)	
<b>EXPECTED IMPACT:</b> Reduction in exclusions achieved, Professional learning supports staff to incorporate Nurture principles into their pedagogy	
<p><b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?) See RAG SIP attached</p> <p>Next steps with the HWB priority in SIP 2024-25 Nurture Principles Reduce exclusions Increase Attendance Keeping the Promise Award</p>	
<p><b>Next Steps:</b> (What are we going to do now?) See Draft SIP 2024-25 attached for full details</p>	
<b>Priority 2 (Long Term Outcome): Learning and Teaching</b>	
(Please insert the relevant information below)	
<b>NIF Priority: 2,3</b>	<b>NIF Driver:1,2,4,5,6</b>
<b>NLC Priority:1,2,4,5</b>	<b>QI: 2.2, 2.3, 3.2</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<p><b>RATIONALE:</b> Secondary Attainment Dashboard data, SNSA data and INSIGHT data – along with our own tracking and monitoring information highlight improving S3 ACEL outcomes as a continuing target. Our SQA provision and performance holds up well with our virtual comparator in most measures. Pupils achieving 5 plus awards at National 3 is a gap that we will aim to close. Our attainment data when using SCQF in INSIGHT shows that we have a small gap to close on our virtual comparator - targets have been set in this priority that challenge us to close those gaps. In light with this all staff will look at the SCQF pathways that they provide in their respective faculties and plan and deliver alternative SCQF awards which aim to raise pupil achievement. Whole SCQF accreditation will also feature in this priority. We will continue to refine our pedagogy and continue to aim for excellence in learning and teaching – continuing the roll out of Making Thinking Visible with pupils and supporting them to better understand our thinking routines we hope will support deeper learning and better pupil achievements.</p>	
<b>OUTCOMES:</b> 3 year trend shows ongoing improvements in S3 literacy and numeracy data, SCQF	
<b>EXPECTED IMPACT:</b>	
<p><b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?) See RAG SIP attached</p> <p>Next steps with Learning and Teaching priority in SIP 2024-25 Airdrie Effective lesson embedded in classroom practice Invest in pilot project with pupil Learning Ambassadors Refocus on BGE – monitoring homework, pupil learner conversations / knowing working levels. Refocus on literacy and numeracy – responsibility of all – follow up with PTC's as part of quality assurance processes on how this is being delivered across curricular areas in the BGE. Collegiate working for colleagues in school focus on a practioner enquiry on “feedback” and with other schools from St Margaret’s HS and Caldervale HS – focus on moderation in the BGE</p>	
<p><b>Next Steps:</b> (What are we going to do now?) See Draft SIP 2024-25 attached for full details</p>	

<b>Priority 3 (Long Term Outcome): Curriculum and Attainment</b>	
<i>(Please insert the relevant information below)</i>	
<b>NIF Priority: 1 4</b>	<b>NIF Driver: 1 2 5 6</b>
<b>NLC Priority: 3, 4</b>	<b>QI: 1.3 2.2 3.2</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE: Developing a staff leadership post covid is a key priority – building leadership capacity across the school and supporting colleagues to take on new challenges / opportunities.	
OUTCOMES: Provide professional learning / shadowing opportunities for staff	
EXPECTED IMPACT: Support Professional learning	
<p><b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <p>See RAG SIP attached</p> <p>Review reward systems in BGE and senior phase  Faculties review BGE literacy and numeracy literacy inputs  Introduce Metaskills pilot in S1  Senior Phase Stretch Aims  ACEL – aspirational targets in Level 4 in literacy and numeracy set</p>	
<p><b>Next Steps:</b> (What are we going to do now?)</p> <p>See Draft SIP 2024-25 attached</p>	

## **Section 4: Key strengths/successes linked to Quality Indicators**

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

**Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.**

### **How good is our leadership and approach to improvement?**

<b>QI 1.3 Leadership of change</b>		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.</b>		
<b>NIF Priority:</b>		
<b>NIF Driver:</b>		
<b>UNCRC:</b>		
<b>RECR (if appropriate):</b>		
<b>Linked SIP/PEF Priority (if applicable):</b>		
<b>How well are you doing? What's working well for your learners?</b>		
<u>Shared vision</u> <ul style="list-style-type: none"><li>• Our vision, values and newly revised school mission statement reflect the views of our school community. They show our ambition to support all young people in seeking the best of themselves and are rooted in our developing rights-based approach to learning.</li><li>• Staff are committed to our vision, values and aims. Our values permeate all aspects of our work with young people, their families, staff and partner organisations.</li><li>• Senior leaders provide strong leadership and work very well together. They work closely with staff to ensure that there is a consistent focus on improved outcomes for young people. Staff are committed to the schools' improvement agenda and lead and support our school improvement workstreams.</li><li>• Staff have a good understanding of the school's context and use this knowledge to support learning and achievement. Staff utilise GIRFMe plans SIMD / FME / Care Experienced and ASN data to support their knowledge of pupils' circumstances</li></ul>		
<u>Strategic planning</u> <ul style="list-style-type: none"><li>• As a result of a wide range of self-evaluation activities, almost all teaching staff have a clear understanding of our strengths and areas for improvement and participate in the improvement planning process. Senior leaders work with teaching staff to prioritise improvement targets and to create the improvement plan, linked to National Improvement Priorities and expressed as outcomes for learners.</li></ul>		
<u>Implementing improvement and change</u> <ul style="list-style-type: none"><li>• Our staff work collaboratively (further opportunities to strengthen this have been planned) to improve learning and teaching, wellbeing, attainment and achievement.</li></ul>		

- Staff are empowered to lead our improvement priorities. Middle leaders, non-promoted teaching staff and support staff undertake a range of activities to develop their leadership skills which impacts positively upon young people.
- The school works with a wide range of partners to achieve its improvement priorities. We plan and evaluate our joint working with partners to benefit learners.
- We use data to plan for improvement using this to drive improvements in attainment and to evaluate interventions to support targeted young people.

#### **DYW**

Staff across the school are actively involved in taking forward the Developing Young Workforce priorities. Pupil Equity Funding has been used to appoint a Principal Teacher lead for this important aspect of the curriculum. Links between learning in school and the workplace are being made across the curriculum. This is an improvement plan target, and we work with a range of partners to provide opportunities for young people to develop their employability skills. We continue to expand on this work to ensure that all departments have at least one business partner. We are adopting more flexible approaches to work placements to better meet the needs of individual young people and the changing needs of how the workplace operates.

#### **PEF**

The school has set out a clear rationale for the use of our Pupil Equity Funding which is based around our vision, values and the needs of our community. The PEF initiatives include a wide range of activities designed to improve digital provision, mental health and wellbeing, cluster partnerships. DYW events, health and well-being, literacy, numeracy, promote resilience, build self-esteem and meet the individual needs of targeted young people and their families. We consult with, staff and parents around the use of PEF funding and staff are empowered to become involved in PEF initiatives that are creative, exciting and innovative.

### **How do you know? What evidence do you have of positive impact on learners?**

- Sense of ownership through consultation process – young people, staff, parents, partners.
- Full school consultation on our school values and our full review with staff on our updated school mission statement.
- Observation of positive, respectful, supportive relationships across the school community.
- Regular comments on positive ethos from partners, visitors, supply colleagues.
- Positive feedback in pupil surveys “Top 10” meetings, surveys and faculty review processes – encouraged, supported and enjoy learning.
- SMT and PT joint self-evaluation activities: attainment analysis, discussing progress with improvement plan and preparation of improvement report has increased focus for improvement and evaluation of impact.
- The faculty review program supports our leadership of change.
- Staff know the school’s context and use this to ensure that poverty-related barriers to learning are removed. PT Wellbeing and Families supporting vulnerable families and our young people.
- Improvements in attainment and achievement – Insight and school data
- Staff plan, participate in and lead various improvement activities e.g., departmental improvement priorities, Learning and Teaching group, Reading Schools GOLD charter achieved Making Thinking Visible, UNCRC group (continued improvement target – aiming for GOLD), SQA policy, Pupil Parliament, Quality Assurance and the School Improvement Planning process.
- Staff undertake professional learning activities such as SQA events and collaborative working with colleagues within and out with the school to share effective practice and complete CPD plans in line with GTC standards
- Observation of learning and teaching shows improvements in engagement, use of digital technology, pupil teacher relationships, use of learning intentions and success criteria and effective plenaries, use of Assessment is For Learning Pedagogy and emerging practice in digital collaborative working



- Partnership working impacting on improvement – cluster meetings, SDS input to PSHE and wellbeing classes, joint work on mental health, CIL partnership and inputs in our cluster collaborations. Input from community police colleague in PSHE and support in the school.
- Learner pathways include work placements from S4-S6, vocational courses, Foundation apprenticeships, employability skills, development, and implementation of SCQF awards alongside SQA courses – SCQF course an ongoing aspect of our work to support pupils with greater choice in their learning.

### **What are you going to do now? What are your improvement priorities in this area?**

- Continue to develop leadership and effective communication (target from staff survey May 2024) across the school.
- Further improve the quality of learning and teaching through the Airdrie Effective Lesson, continued Faculty review process, coupled with Quality assurance processes at departmental and whole school level including learning walks, peer visits and the reintroduction of learning rounds. A pupil research pilot into pupil learning ambassadors will also be introduced.
- Continue the vision of embedding the Nurture Principles across our work.
- Continue to review our curriculum and highlight pathways to pupils which incorporate all types of qualifications available.
- Increase the role of our parents, partners and young people in shaping and evaluating improvement priorities, our Pupil Parliament supports this work as does the partnership with our parent council – create further opportunities for parents to have learning opportunities in the school (May 2024 survey target).
- Use data effectively to evaluate progress and impact of interventions.
- Delivered universal accreditation in S3 with S3 interdisciplinary program SCQF “Climate Change and Sustainability Award” at levels 3 / 4. Next steps S4 Mental health SCQF award at levels 4/5 to be piloted next session carried
- Continue to explore curricular pathways / means of accreditation for pupils as part of our ongoing work.

## How good is the quality of care and education we offer?

<b>QI 2.3 Learning, teaching and assessment</b>			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</b>			
<b>NIF Priority:</b>			
<b>NIF Driver:</b>			
<b>UNCRC:</b>			
<b>RECR (if appropriate):</b>			
<b>Linked SIP/PEF Priority (if applicable):</b>			
<b>How well are you doing? What's working well for your learners?</b>			
<p><b><u>Learning and Engagement</u></b></p> <ul style="list-style-type: none"> <li>In almost all lessons pupil teacher relationships are positive and respectful, teaching is based on the school's vision and values, and we are building on the nurture principles.</li> <li>Almost all learners feel encouraged by teachers and appreciate the various opportunities for supported study that are offered out with normal class time.</li> <li>Most learners are motivated, are actively involved in lessons in a variety of ways and understand the purpose of what they are learning.</li> <li>Across the curriculum, learner voice is used in a variety of ways to adapt learning to benefit young people. Top 10 meetings, Faculty reviews, Quality assurance processes and Surveys Pupil Parliament, Focus and Improvement Groups.</li> <li>In many lessons digital technology is being used to support learner research and enhance teacher and learner presentations. More innovative approaches to the use of digital technology are beginning to be used to increase engagement and motivation.</li> </ul> <p><b><u>Quality of teaching</u></b></p> <ul style="list-style-type: none"> <li>In almost all lessons, teachers share learning intentions and offer clear instructions and explanations to support learning.</li> <li>Teaching staff are working together to develop a shared understanding of effective learning and teaching – the <i>Airdrie Effective</i> lesson is part of our improvement plan – embed these principles.</li> <li>Across the school an increased focus on learning conversations is helping to support progress in learning and young people have a clearer focus on strengths and next steps.</li> <li>Across the school, a greater variety of creative and active learning approaches are being used to engage learners – feedback will form a whole staff practioner enquiry – increase teacher collaboration.</li> <li>Almost all teaching staff are involved in supporting improvement groups.</li> <li>In most lessons learners have the opportunity to work collaboratively – depending on the task-to support their learning.</li> <li>A variety of approaches are used by teachers to give feedback on next steps in learning.</li> <li>Digital learning continues to evolve – we have achieved our Digital Schools Award Scotland</li> </ul> <p><b><u>Effective use of assessment</u></b></p> <ul style="list-style-type: none"> <li>Across the school, staff are engaging more confidently with benchmarks to determine achievement of a level. SQA Moderation activities take place within department and with colleagues from other establishments. Cluster Moderation activities in literacy with a focus on writing is a cluster priority.</li> <li>A variety of assessment approaches are used to identify achievement of level in the BGE.</li> </ul>			

- Teachers use assessment evidence well to determine and track the progress of learners – learner conversations and a focus on BGE pupils knowing their working levels and next steps in learning is a focus in 2024/25.
- Effective use of tracking interventions are used to support progress for learners.

### **Planning, tracking and monitoring**

- We use data to track and monitor pupil progress at all stages across the curriculum.
- Tracking systems are used effectively at departmental level to monitor and track progress of individual young people in BGE and senior phase. Our Quality Assurance program focuses on tracking and monitoring.
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### **How do you know? What evidence do you have of positive impact on learners?**

- Faculty Reviews are completed on a rolling basis. PE, Mathematics and Modern Languages / RMPS have all been reviewed session 2022/23 with key strengths and action points identified. Similar in session 2023-24 FR's have been completed in Social Subjects, Science and English with key strengths and action points identified.
- Lesson observations have provided evidence of the range of learning and teaching approaches described.
- Improved learning experiences based on learner voice e.g., choices of development tasks in practical subjects such as Art & Design, PE, Technical and choices of recipe in HE, range of activities in PE, choice of texts in English.
- Feedback to learners given through learner conversations and tracking / full written reports – this is a continuing focus.
- Feedback from surveys/focus groups of learners – majority of BGE pupils enjoy learning – improvement target this to increase to a minimum of most, take responsibility, good feedback. Parents evening surveys consistently highlight positive feedback– “child making good progress”.
- Tracking data S1-S6
- Variety of assessment approaches e.g., exit passes, surveys, self-evaluation wheels, video analysis of performance and peer and self-assessment strategies -

### **What are you going to do now? What are your improvement priorities in this area?**

- Use consultation feedback from staff parents and pupils to update our learning and teaching approaches and support our practices. The Airdrie effective lesson is the standard by which we maintain high expectations for learning and teaching and improve consistency across the school.
- Share the outcomes of our school improvement planning workstreams and increase opportunities for staff to share good practice during in-service days and CPD twilights – create more opportunities for collegiate working.
- Widen scope for digital learning to be used as a tool to engage and motivate learners – continued investment in I.T hardware and software.
- Improve approaches to delivering meta skills / DYW skills consistently – new S1 program planned for next academic session.
- Make greater use of tracking data to evaluate effectiveness of interventions – ongoing process.
- Continue to widen opportunities for effective moderation practices with our neighbouring secondary schools – target in improvement plan.

## How good are we at improving outcomes for all our learners?

<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</b>		
<b>NIF Priority:</b>		
<b>NIF Driver:</b>		
<b>UNCRC:</b>		
<b>RECR (if appropriate):</b>		
<b>Linked SIP/PEF Priority (if applicable):</b>		
<b>How well are you doing? What's working well for your learners?</b>		
<ul style="list-style-type: none"><li>• As a result of our commitment to ensuring the wellbeing of all our young people, underpinned by our school values, we are improving outcomes for young people and their families within a nurturing, inclusive environment.</li><li>• Relationships within our school community are based upon mutual trust and respect. Staff value the dignity and worth of each individual young person. Young people feel that they are safe and cared for in school and there is a culture of inclusion, acceptance and fairness. Exclusions are reducing year on year by more than the 25% target in the previous two academic sessions.</li><li>• Pupil Support staff know young people and their families very well, intervene promptly when issues arise and work closely with parents and partner organisations to help overcome barriers to learning.</li><li>• Teaching and support staff have a clear understanding of the wellbeing indicators and use them to support young people effectively. S1 pupils have taken part in a pilot project which focuses on the wellbeing indicators, as part of a health and wellbeing tracking exercise.</li><li>• Pupils and staff are aware of the UNCRC Rights of the Child and there has been a focus on this across the school through classroom delivery assemblies and Rights based dress down events.</li><li>• Our school curriculum improves the physical and mental health and wellbeing of our young people. We collaborate with a wide range of partners to provide activities to support this improvement.</li><li>• The principles of GIRFEC underpin our work to meet the needs of all young people, including those who face barriers to their learning. Staff work effectively with a range of partners to offer individualised programmes and interventions which support young people's learning and wellbeing and improve their levels of confidence and success. Solution-focused approaches via our multi agency meetings and cluster-based approaches are used to achieve this.</li><li>• Through our PEF initiatives, our young people are benefiting from a wide range of targeted interventions. This is leading to improved outcomes for young people. Our pupil hub is leading to young people with diverse needs feeling well supported and included. Some of our most vulnerable young people are benefiting from the welcoming, safe environment which this area provides. This is promoting a sense of inclusion, increased resilience, improved attendance (which continues to be a focus) and increased engagement in learning</li><li>• We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</li></ul>		

- Our P 6 / 7 transition programme has improved the quality of information provided to our staff in order to better support young people in S1. Identified young people in S1 benefit from an enhanced transition program and the additional personal support which this provides.
- Profiles. Health care, Medical plans and GIRFMe plans for young people with additional support needs are shared with teaching staff in order to support them with meeting needs in the classroom. Parents are involved in setting and reviewing learning targets.
- We challenge all forms of discrimination and support our young people in overcoming barriers to achievement – our morning breakfast club supports pupil well-being Monday to Friday.
- We have a strong focus on developing young people’s health and wellbeing through our PSHE programme, the delivery of themed days led by our PT Wellbeing and families This includes children’s rights, Child Sexual Exploitation, mental health. Our pupil parliament and school ambassadors support and lead changes in the school.
- We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are care experienced and those with additional support needs.
- We have targeted interventions in place for pupils who are not attending school and continue to support them to achieve qualifications.

### **How do you know? What evidence do you have of positive impact on learners?**

- Positive feedback from young people and parents in relation to school ethos, relationships with staff, support for young people and various health and wellbeing activities and events. E.g., Rights of the Child Assemblies, Child Sexual Exploitation presentations, Social media workshops, motivational speakers
- “Pen Portraits” provide staff with details of strategies to use for pupils with additional support needs.
- Positive feedback from pupils who make use of our breakfast club and those targeted for our soft start program.
- LGBT Gold Charter school – pupil and staff leadership culminated in this success – we continue to deliver this important aspect of inclusion and wellbeing in our school.
- UNCRC Silver charter – we continue to embed our approaches to delivering a rights-based curriculum and to involve young people in shaping our delivery.
- SPARK counselling provided for targeted young people
- Barnardo’s worker supports interventions for vulnerable pupils and their families
- PT Mental Health and Families supports curriculum inserts on Mental Health as well as outreach to families in poverty.
- Strong partnerships exist with Airdrie Community Uniform Bank to support pupils in need of school uniform / reduce cost of living costs.
- Evidence of supportive, positive relationships in class observations.
- NBPR review meetings – successful outcomes for young people through partnership working with educational psychologist, and key partner agencies.
- Reduction in exclusions – an ongoing target in our whole school improvement plan – keeping the promise – zero exclusions for care experienced pupils.
- Feedback on our nurture improvement work is positive.
- Positive feedback from staff following INSET presentations on Nurture workshops delivered by Educational Psychologist – better informed to support young people
- Feedback from our associated primary schools on the S3 Airdrie Ambassadors program Sports Ambassadors, Staff delivering lessons to primary pupils.

- Learning and Safeguarding profiles
- Successful outcomes for young people who are asylum seekers and EAL learners.
- Curriculum provides opportunities for flexible learning pathways to support wellbeing
- Range of interventions for individuals to overcome barriers and to close the poverty related attainment gap

### What are you going to do now? What are your improvement priorities in this area?

- Continue to develop use of GIRFMe plans, with ongoing rigorous monitoring and evaluation of targets and strategies to ensure learners needs are being met.
- Continue to train staff in the use of the Outcome Star health and well-being assessment tool.
- Review our reward programs in the BGE and senior phase to support pupil engagement and motivation.
- Continue to support staff professional learning with the Nurture Principles an ongoing focus.
- Continue to focus on care experienced inclusion and work towards the Promise Award

## How good are we at improving outcomes for all our learners?

### QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
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Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

**NIF Priority:**

**NIF Driver:**

**UNCRC:**

**RECR (if appropriate):**

**Linked SIP/PEF Priority (if applicable):**

### How well are you doing? What's working well for your learners?

#### BGE

- Over the past three years, most young people achieved 3<sup>rd</sup> level CfE in literacy and numeracy by the end of S3. Increase in % S3 pupils achieving level 3 in literacy and numeracy measures by the end of S3 over the past 3 years

#### Senior Phase

- *Attainment*

#### INSIGHT data for S5/6 pupils

#### 2019-2023

#### S56 joint measure literacy/numeracy

#### Literacy and numeracy

SCQF level 3 above Virtual Comparator 4 years out 5

SCQF level 4 above Virtual Comparator 4 years out 5

SCQF level 5 above Virtual Comparator 4 years out 5

SCQF level 6 above Virtual Comparator 5 years out 5

## **INSIGHT data for S5/6 pupils**

**2019-2023**

### **Literacy**

SCQF level 3 above Virtual Comparator 4 years out 5

SCQF level 4 above Virtual Comparator 4 years out 5

SCQF level 5 broadly in line Virtual Comparator 3 years out 5

SCQF level 6 above Virtual Comparator 3 years out 5

## **INSIGHT data for S5/6 pupils**

**2019-2023**

### **Numeracy**

SCQF level 3 above Virtual Comparator 4 years out 5

SCQF level 4 above Virtual Comparator 4 years out 5

SCQF level 5 broadly in line Virtual Comparator 3 years out 5

SCQF level 6 above Virtual Comparator 5 years out 5

### **Attainment for all**

Highest 20% broadly in line with Virtual Comparator 4 years out 5

Middle 60% above / in line with Virtual Comparator 3 years out 5

Lowest 20% below Virtual Comparator 4 years out 5

### **S4**

The percentage of young people attaining:

5 awards National 3 has been below our virtual comparator over the period 2020-2024 trend but attainment has improved in this measure over a 5-year trend gap narrowed to 3% in 2023 and 3.5 % in 2021 compared to a 10% gap in 2020 and 2022.

5 awards at National 4 has been broadly in line with our virtual comparator 3 of 5 years over the period 2020-2024 but attainment has improved in this measure over a 5-year trend.

5 awards at National 5 has been broadly in line with our virtual comparator 3 of 5 years over the period 2020-2024

7 awards @SCQF level 5 National 5 has been broadly in line with our virtual comparator 3 of 5 years over the period 2020-2024

### **S5**

The percentage of young people attaining courses 2020-2024, at

1+ Higher awards is generally below the virtual comparator

3+ Higher awards is generally in line with the virtual comparator 2 of 5 years

5 Higher awards is generally in line above the virtual comparator 2 of 5 years

## S6

The percentage of young people attaining courses at 3+ and 5+ awards at SCQF level 6 is generally below the virtual comparator

The percentage of young people attaining courses at 1+ awards at SCQF level 7 was in line above the virtual comparator 2 of 5 years.

### **Overall quality of learners' achievement:**

- We offer a wide range of opportunities within and beyond the classroom for young people to enhance their skills and achievements. These opportunities support young people to develop the skills and attributes of the 4 capacities and to prepare for pathways beyond school.
- Future Friday's activities program provides a range of extra-curricular opportunities for pupils. Several extra-curricular activities are also offered throughout the school week. Pupils engage in representing the school at local and national events such as athletics, debating, enterprise and robotics. They have been successful at national competition level and some of our young people are members of the North Lanarkshire Schools' Pipe Band – achieving success at national and world level.
- Increasingly, young people are involved in the life of the school. This includes being involved in school shows, school events, supporting our Mental Health Festival, acting as departmental Ambassadors, supporting House challenges and charity fundraising.
- Participation in competitions locally and nationally is helping young people to develop their confidence, skills and knowledge. This includes sporting, public speaking, business and technology competitions.
- Our young people participate in and lead a wide range of clubs during lunchtime and after school including a variety of sports clubs dance club, drama club science club.
- Young people are developing as leaders through a variety of opportunities including the Peer Mentoring programme – CANI Coaching, Mental Health Ambassadors, supporting St Andrew's Hospice, Reading Ambassadors, helping organise parents' events and supporting primary pupils as part of school transition and the Airdrie Ambassadors project.
- Our young people put their energies into charity fundraising – they have raised thousands of pounds for local, national, and international charities. They take on leading roles and organise events in and out of school to achieve this, they also participate in the Youth Philanthropy Initiative.
- Young people are developing greater awareness of the skills / meta skills needed for learning, life and work and are being given opportunities to develop these skills within the curriculum. Many of their achievements are resulting in accreditation such as Crest Awards, Saltire, Personal Development Awards and Associate Board of Music certification.
- Our young people are developing skills for the workplace and gaining a range of vocational qualifications in S4 – S6.
- The achievements of young people are recognised and celebrated in many ways such as at assemblies, in the local press, on Twitter and in electronic newsletters.



## Equity for all learners

Our school community is committed to achieving equity for all learners and has demonstrated this through a variety of interventions. The cluster schools co-created our partnership values and co-created our poverty proofing the school policy – this is a focus in the cluster improvement plan for next session.

Through support from the Scottish Attainment Challenge we are working with targeted groups of young people to close our attainment gap. We are raising attainment of targeted / individual young people residing in areas of disadvantage. Several PT roles have been created through PEF to support improvements for young people in literacy, numeracy, health, and wellbeing. Our tracking data is showing slight improvements in attendance and engagement. S4 attendance rate continues to be below what we would expect and this remains an area of focus.

### Attainment v deprivation

- Over the past 4 out of 5 years, attainment (total tariff points) of those leaving school is in line with or above the national figure in most of the SIMD deciles. 2023 below national figure in SIMD 1 and 2 (this is not typical with our performance in these measures).

### How well are we improving or maintaining positive destinations for all leavers:

- The Percentage of S4-6 Positive destinations are generally in line with the virtual comparator and generally in line or better than the comparison with north Lanarkshire for 4 of the last 5 years – we track this data rigorously and work in close partnership with Skills Development Scotland.
- The Percentage of S5/6 Positive destinations are in line with the virtual comparator and in line or better than the comparison with north Lanarkshire for 4 of the last 5 years
- The Percentage of S6 Positive Leaver Destinations has been above the; virtual comparator, North Lanarkshire Council, RIC and National for the period in 4 of the last 5 years 2019-2023.

## How do you know? What evidence do you have of positive impact on learners?

- ACEL Data on BGE attainment levels – success at ACEL level 3 in literacy and numeracy benchmarks versus NLC data
- House minutes – regular updates to staff
- Insight data – wide range of data which is in line with or above the virtual comparator.
- NLC attainment dashboard
- Working towards reducing exclusions
- Improvement the attendance for vulnerable young people
- Learner uptake, participation, and engagement in a wide range of activities
- Tracking data for targeted young people indicating improvement in achievement
- BGE tracking data and quality assurance activities.
- Senior phase tracking data and quality assurance activities.
- Overall trend in positive destinations – 94.3% of pupils 2023.

## What are you going to do now? What are your improvement priorities in this area?

- Continue to develop alternative curriculum pathways using the SCQF framework
- Review and revise our tracking achievements of all young people as they move through school in order to increase opportunities for all – focus on merit system and the pilot senior phase “colours” program
- Continue to support non-attending pupils / vulnerable pupils with their attendance which we aim to make an impact on S4 (continue to target vulnerable pupils – pupils not attending school) attainment in achieving passes at N3 minimum in literacy and numeracy, and the overall tariff points and positive destinations for those leaving school in S4 and S5. Continue to work in close partnership with SDS colleagues and NLC colleagues to support pupils

- Continue our quality assurance program including the Faculty Visit program which supports departments with key strengths and key action points This will continue with Creative & Digital Technologies and Expressive Arts next session.
- Improve attainment in some courses through implementation of specific improvement strategies agreed with PTs – look at setting aspirational targets.
- Continue with our commitment to Nurture and continue to enhance our Nurture space / resources in the school which we aim to support targeted pupils who are not engaged or fully engaged with school.
- Focus on targeted pupils who are vulnerable / find attending school challenging use of PEF postholders to target specific groups and individuals – see SIP plan.
- Continue to “Bank” SQA evidence for the S3>S4 transition point / Tracking monitoring of non - attenders and supporting them to achieve qualifications

### **Section 5: NIF Quality Indicators: Summary (Submission June 2024)**

**This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use or record this information via the GLOW form only.**

#### **Assigning levels using quality indicators**

*School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	<b>4</b>	
2.3 Learning, teaching and assessment	<b>4</b>	
3.1 Ensuring wellbeing, equity and inclusion	<b>4</b>	
3.2 Raising attainment and achievement	<b>3</b>	

#### **Key priorities for improvement planning next session**

*This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).*

See attached draft SIP for 2024-25

#### **2024-25 Health and Wellbeing**

**RATIONALE (WHY?)** Why have you identified this as a priority? What data did you have to support this?

Continue to deliver professional learning and implement the nurture principles into our practice in line with our inclusive mission statement and our Nurture and Relationships policy  
Secondary Attainment Dashboard / MAP data from NLC – attendance and exclusions data and our own tracking and monitoring information highlight improving attendance, continuing with our focus on nurture and inclusion and reducing exclusions as key drivers in the aspirations in this priority.

Additional 1.0 fte staffing – core budget will be used to support delivery and input in the nurture space / cover key staff to support target pupils in the nurture space.

Further our professional learning to support Care Experienced pupils and work towards “The Promise Award”

To support PEF entitled targeted pupils with attendance <80% in S2 and S3 to attend attain and succeed and provide appropriate interventions as necessary

To support almost all pupils to attend merit events in S1 S2 and S3 – with follow up on merit / demerit tracking data used to intervene and support pupils at risk of not achieving the required merit trip standard and to send updates to staff and families

## **2024-25 Learning and Teaching**

**RATIONALE (WHY?)** Why have you identified this as a priority? What data did you have to support this?

Implement the Airdrie Effective lesson and monitor progress via quality assurance processes(list of activities below) and professional learning.

Research and create opportunities for Pupil Learning Ambassadors to understand more about learning and teaching and to be involved in this in the school.

Focus on pupil homework resources both in class and online and for increased follow up of homework non completion and look at ways in which we can further support pupils to engage in home learning.

All faculties to engage in practioner enquiry in how they provide feedback and share their pedagogy at key time in the school year – a response to staff survey findings in supporting collegiate working.

Re-introduce opportunities for colleagues to work collegiately with partner schools on BGE moderation activities- a response to staff survey findings in supporting collegiate working with colleagues in other establishments.

## **2024-25 Curriculum and Attainment**

**RATIONALE (WHY?)** Why have you identified this as a priority? What data did you have to support this?

To support all BGE learners to be secure in their working levels and to know their next steps in learning – focus on consistency

All faculties to review their BGE curricular inputs on literacy and numeracy –aspirational targets set to increase ACEL measures at Level 4 literacy and numeracy

Metaskills pilot introduced into S1 curriculum to support learners to be aware and map their skills development.

Reward systems to be monitored in BGE by PEF PT Digital Skills and Achievement £9000 and a pilot reward scheme introduced for senior phase pupils.

Stretch aims to be added to the plan once SQA 2024 data is known.

### Pupil Equity Plan Update 2023-24

**We are seeing gradual improvements in Literacy, Numeracy and Health and Wellbeing in young people affected by poverty. We are using a variety of interventions to help reduce the gap.**

#### Targeted S1/2/3 Literacy groups

Interventions August till January.

No. of pupils	Year Group	Intervention	% SIMD 1-2	% SIMD 3-10	FME
8	S1	Tools for reading and writing- Cluster Support Teacher	38%	62%	
1	S2	RWI	100%	0%	0%
3	S3	RWI	66%	34%	100%

RWI pupils completed the programme in January. Most pupils' diagnostic assessment results and ACEL show clear improvements. One pupil did not improve as expected due to poor attendance, other interventions were put in place to support this young person.

#### Interventions April – June

No. of pupils	Year Group	Intervention	% SIMD 1-2	% SIMD 3-10	FME
8	S1	Spelling/Reading	63%	27%	38%
5	S1	RTIC	40%	60%	25%
3	S1	Intensive Spelling/Reading	62%	38%	38%
8	S2	Spelling/Reading	63%	27%	0%

The above April- June interventions will roll into next session. Diagnostic assessments were completed at the start of the programme. Interim assessments have already shown some improvements.

This year we were one of only ten schools in Scotland to be awarded funding for the prestigious 'Writer in Residence' programme by the Scottish Book Trust. Pupils in S1, 2, 4, 5 and 6 have been involved in this. Although a universal support a large number of our young people have benefited from this experience.

#### Maths balance intervention S1.

No. of pupils	Year Group	Intervention	% SIMD 1-2	% SIMD 3-10
12	S1	Maths Balance	50%	50%

Targeted Intervention programme to close the attainment gap in basic numeracy. Pupil/Staff absence has impacted this programme. There is a clear link with attendance and progress. The majority of pupils who attended made progress in the diagnostic testing.

#### Airdrie Ambassadors programme.

The programme targets S3 pupils at risk of disengaging. The aim of the programme is to improve confidence/self-esteem, attitudes towards school and increase attendance (for some) by 10%. The pupils are also completing a SQA Level 3 Health and wellbeing award.

No. of pupils	Year Group	Intervention	% SIMD 1-2	% SIMD 3-10	FME
11	S3	Primary visits/Yoga/Level 3 HWB Award	55%	45%	45%

The majority of the group increased their overall attendance from S2. Almost all are on track to achieve a level 3 Health and wellbeing unit award by the end of this session.

#### Walk and Talk group

The group targets young people identified as having poor mental health and aims to develop self-confidence and self-esteem. The purpose of the group is to enjoy some fresh air in the local community, while getting the opportunity to chat to their peers. The group go for a walk and talk weekly, with a member of staff and our senior Mental Health Ambassadors.

No. of pupils	Year Group	Intervention	% SIMD 1-2	% SIMD 3-10
6	S1	Walk and Talk	83%	17%
11	S2	Walk and Talk	81%	19%
9	S3	Walk and Talk	11%	89%

Attendance at the group has been very positive. An end of interventions questionnaire will be completed next week.

#### Supporting Vulnerable families

Ongoing support for families and pupil family ambassadors now helping to support the school uniform bank.

Ongoing support via our uniform bank. Demand has increased substantially. We have also secured, for the 3<sup>rd</sup> year running, the Cash for Kids grant, which provides our most in need families with £50 to help with food/clothing/gifts in the lead up to Christmas. This is addition to our own school Christmas appeal where staff buy gifts for the young people living in poverty.

Our PT of family engagement is in regularly contact with several of our families providing a variety of financial supports. All supports are Tracked and Monitored. We

As well as Christmas we support over 90 young people with Mother and Father's Day gifts.

#### Parent Group

Our PT of Parental engagement has successfully established a parent group who meet regularly. Links have been established with the CLD and other third-party agencies.

**All interventions are tracked and monitored to ensure progression. Diagnostic assessment is also used to monitor improvements.**

## Appendix 1

### SCHOOL BASED COUNSELLING MONITORING FORM (One submission per cluster)

(Submission Dates: Dates: 6th October 18th December 22nd March and 14th June 2024.)

THIS SECTION SHOULD **ONLY** BE SUBMITTED BY THE CLUSTER CHAIR/SECONDARY HEAD TEACHER ON BEHALF OF THEIR CLUSTER. **ONE** COPY OF THIS FORM SHOULD BE SUBMITTED, IN LINE WITH AIR SUBMISSION DATES – **6<sup>TH</sup> OCTOBER 2023, 8<sup>TH</sup> DECEMBER AND 22<sup>ND</sup> MARCH, 14<sup>TH</sup> OF JUNE 2024**, TO THE [QISSIP-SIR@northlan.gov.uk](mailto:QISSIP-SIR@northlan.gov.uk) MAILBOX. Please also copy Merle Lang [langmerle@northlan.gov.uk](mailto:langmerle@northlan.gov.uk) into your return.

THESE SUBMISSION WILL SUPPORT FINANCIAL PLANNING AND FACILITATE GOOD PRACTICE FOR AUDITING PURPOSES. SUBMISSIONS WILL ALSO ALLOW FOR TARGETED SUPPORT TO ENSURE EQUITABLE CLUSTER PLANNING AND PROVIDE A VEHICLE FOR COLLECTING OBSERVATIONAL EVIDENCE OF THE IMPACT OF THE SERVICE. (AN EXEMPLAR OF THIS FORM IS AVAILABLE ON THE HEAD TEACHER SHAREPOINT.)

**Cluster Name:**

**Counselling in Schools Monitoring Sheet Session: 2023-24**

Term \_\_\_\_\_ Submission Date \_\_\_\_\_

#### Financial Summary

2023-24 SG Funded Allocation	£ _____
Projected spend	£ _____
<b>Fund Balance</b>	<b>£ _____</b>

<u>Provider</u>	<u>Start date</u>	<u>End date</u>	<u>Number of days per week</u>	<u>Total Cost</u>	<u>Notes</u>
<b>TOTAL</b>				£	
<b>BALANCE</b>				£	

#### INTERVENTION SUMMARY

INTERVENTION	IMPACT	SUMMARY
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	(Please include the following: planning, distribution throughout cluster, impact to date (initial observations & assessments)	

<b>Current Legered spend</b>	<b>£</b>
<b>Completed by</b>	
<b>Date</b>	

## Appendix 2

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:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
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, <u>survival</u> 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, <u>belief</u> 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	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: <u>Personalised</u> support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, <u>equality</u> 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	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 <u>wellbeing</u> ; 3. Closing the attainment gap between the most and least disadvantaged children and young <u>people</u> ; 4. Improvement in skills and sustained, positive school leaver destinations for all young people

Article 19 - protection from violence, <u>abuse</u> 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, <u>sale</u> 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	<b>PEF INTERVENTIONS</b> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a <u>high quality</u> learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. <u>Research and evaluation to monitor impact</u> <b>Education and Families Priorities</b> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	5. Improvement in attainment, particularly in literacy and numeracy. <b>NIF Drivers</b> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
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### Developing In Faith

*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.*

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.