



## *Driving Equity and Excellence*

### Improvement Action Plans

#### Session 2021-22

<b>School:</b>	Auchinloch PS and NC
<b>Cluster:</b>	Chryston High School

Improvement Plan Summary	
<b>Cluster Priority:</b>	<p>Continue to improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.</p> <p>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.</p>
<b>School Priority 1:</b>	Literacy- Increase attainment in literacy across all stages.
<b>School Priority 2:</b>	Numeracy- Increase attainment in numeracy across all stages.
<b>School Priority 3:</b>	Health and Wellbeing- support the emotional wellbeing of children offset as a result of Covid-19 implications.
<b>Nursery Class Priority:</b>	Enhance overall quality of service delivery in line with CfE Early Level Benchmarks whilst ensuring national practice is evident as detailed in 'Realising the Ambition'.

## Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

### Improvement Actions

- Raising Attainment Strategy
  - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
  - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
  - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

## **Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people**

### Improvement Actions

- SAC/ PEF Plan
  - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
- Anti- Poverty Programmes
  - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Innovation and Improvement Hub
  - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

## **Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.**

### Improvement Actions

- GIRFEC
  - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
  - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
  - Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

**Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

**Improvement Actions**

- Curricular Progression
  - A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
- DYW Strategy
  - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
  - Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

**Priority 5: Vulnerable Groups- Improved outcomes for vulnerable groups.**

**Improvement Actions**

- Support for Families/ Young People at Risk
  - 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**

### ***Our Vision***

Our overarching vision for Auchinloch Primary School is  
“to achieve excellence and equity for all learners”

Through the development of Curriculum for Excellence, Auchinloch Primary School will endeavour to deliver the highest quality of education in an organised and caring community.

Committed to developing the potential of all pupils in an atmosphere of trust, co-operation and mutual respect we will strive to ensure that effective learning and teaching will enable pupils to aspire to realise their full potential, academically, socially and aesthetically.

Fostering strong effective partnerships between home, school and the wider community will build whole school capacity for improvement, sustainability and success.

### ***Our Values***

We value:

Kindness - Fairness and justice, we are all equals and should be treated as such.

Honesty - Self-reflection in order that we can all develop personally and professionally for the benefit of our children.

Respect - A climate which promotes dignity, self-esteem and respect for every person, property and religious beliefs.

Responsibility - The promotion of social justice, global awareness and concern for others

Through these 4 key values we aim to ensure that the education of our children takes place in a caring school community with a child centred ethos.

## **Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families’ priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners.

## **Details of engagement with parents/carers**

### ***Throughout the year we will continue to...***

Schedule a digital meeting with the Head Teacher using the Parent Council meetings as a platform.

Consult with Parents/Carers at regular intervals during the session in relation forward planning and decision making.

Continue class newsletters to inform parents of ongoing work in each classroom.

Evaluate digital Home Learning procedures.

Weekly monitoring of late coming, monthly monitoring of attendance followed up with the school and parents. Follow protocols set out in Cluster Improvement Plan 2019-20.

Seek parental views on homework and HGIOS 4, using their voice to create next steps in school policies and practices. Followed on from 2021-22.

Continue to update on our weekly blog, termly newsletters and social media channels.

Ensure consistency in sharing classroom practice, learning and daily updates on Twitter.

Maintain the positive working relationship with the Parent Council at our regular meetings.

Offer parents formal consultation on issues pertinent to the school, e.g. SIP priorities.

Sustain our Open Door Policy for all parents of our school and nursery pupils in line with current COVID safeguarding protocols.

## **Details of engagement with learners**

Conduct pupil questionnaires via the pupil council.

Support Pupil Focus Groups for Numeracy, Literacy and Health and Wellbeing to elicit their views when planning for learning and teaching. Pupils will be consulted on their learning through all curricular areas.

Continue in learning conversations with pupils.

Provide more opportunities for Pupil Voice through a broad range of both teacher and pupil led activities.

Work with JRSO, Pupil Council and Sport Committee to encourage pupil involvement.

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:

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improved outcomes for vulnerable groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Early intervention and prevention</li> <li>2. Social and emotional wellbeing</li> <li>3. Promoting healthy lifestyles</li> <li>4. Targeted approaches to literacy and numeracy</li> <li>5. Promoting a high quality learning experience</li> <li>6. Differentiated support</li> <li>7. Using evidence and data</li> <li>8. Employability and skills development</li> <li>9. Engaging beyond the school</li> <li>10. Partnership working</li> <li>11. Professional learning and leadership</li> <li>12. Research and evaluation to monitor impact</li> </ol>	<ol style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children's Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ol>	<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> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>

<p><i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p>	<b>Developing in Faith Themes</b>	<p><i>All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i></p> <p><i>The articles can be found <a href="#">here</a>.</i></p>	
	<ol style="list-style-type: none"> <li>1. Honouring Jesus Christ as the Way, the Truth and the Life</li> </ol>		
	<ol style="list-style-type: none"> <li>2. Developing as a community of faith and learning</li> </ol>		
	<ol style="list-style-type: none"> <li>3. Promoting Gospel Values</li> </ol>		
	<ol style="list-style-type: none"> <li>4. Celebrating and Worshiping</li> <li>5. Serving the common good.</li> </ol>		

## 2021- 22 Cluster Improvement Plan

<b>IMPROVEMENT PRIORITY:</b>	<p>Continue to improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.</p> <p>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.</p>
Person(s) Responsible Who will be leading the improvement?	<b>Cluster Chair, CILL, CST's HT's and all relevant school staff.</b>

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	1.3 Leadership of Change	1 Early Intervention and Prevention	Choose an item.	Article 12 - respect for the views of the child
2. Closing the attainment gap between the most and least disadvantaged children	3. Parental Engagement	2. Closing the attainment gap between the most and least disadvantaged children	1.5 Management of Resources to Promote Equity	2. Social and Emotional Wellbeing	Choose an item.	Article 24 - health and health services
3. Improvement in children's and young people's health and wellbeing	4. Assessment of Children's Progress	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	2.2 Curriculum	4. Targeted Approaches to Literacy and Numeracy	Choose an item.	Article 28 - right to education
Choose an item.	5. School Improvement	5. Improved outcomes for vulnerable groups	2.3 Learning, Teaching and Assessment	6. Differentiated Support	Choose an item.	Article 29 - goals of education
Choose an item.	Choose an item.	Choose an item.	2.7 Partnerships	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.1 Ensuring wellbeing	10. Partnership Working	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.2 Equality and Inclusion	Choose an item.	Choose an item.	Choose an item.

<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>
A renewed vision is established for cluster working which places positive outcomes for children at its heart.	Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to re-establish shared vision and cluster protocols in terms of partnership working.	Evaluations from all stakeholders	Inset August and follow up cluster meetings ( September) and then again in February ( review)	
All practitioners across the cluster are familiar with the GIRFEC refresh to ensure: <ul style="list-style-type: none"> <li>• identification</li> <li>• assessment</li> <li>• planning</li> <li>• implementation</li> <li>• Moderation</li> </ul> of interventions are in place for those children and young people who need more assistance.	Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce including new staff members. Practice improvement in relation to the 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. Moderation on GIRFMe plans across the cluster.	100% of staff trained. New staff/NQT’s further supported to build confidence levels.  Revision on staged intervention model and cluster RFA.  Moderation of GIRFME planning	Inset Nov 2021 for first moderation exercise. Subsequent moderation exercises – February and May.	
The revised Support Around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.	RFA established for support of cluster wellbeing team. Clear guides and protocols established	Number of RFA supported and review of impact in child’s learning/ school data.  Documentation to show support across the cluster.		
The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families.	Specific base created / furnished to support all the families within the cluster. This is supported by NLC	Children and families using and being supported in the Wellbeing base.	Dependent on NLC and availability. It is hoped that this would be in pace for August.	
<i>Increase children and young people’s opportunities to engage with learning digitally outside of the classroom environment, then sharing in class.</i>	<i>Create an online learning overview, which is regularly reviewed.</i>  <i>Issue online learning overview to children/young people and parents.</i>	<i>Learner evaluations</i> <i>Parental Consultation</i> <i>Planning Overviews will track use and inform overview</i>	Reviewed termly. This is lead by Karen Simpson and will be cross cluster.	



	<i>SLT develop a strategic overview to digital learning pathway.</i>			
<i>Develop a progressive programme of digital skills across the school and enhance school skills to support pupil learning. (see details below)</i>	<i>Create a pathway for children across the cluster to engage in skills based learning in a cohesive programme.</i>  <i>Support the upskilling of staff to support children in new skills.</i>	<i>Creation of pathway</i>  <i>Integral assessment</i> Beginning and ending pilot and evaluations	Initial programme in Feb 2022. Pilot from March 2022 Completed in June 2022	
<i>Develop use of digital data to inform tracking of learner engagement and the digital curricular requirements.</i>	<i>All staff to be involved in the evaluation of digital platform engagement data.</i>  <i>Insights to be used in all learner Team groups to track use.</i>  <i>Develop approaches to evaluate and track learner progress using digital platforms and learning.</i>  <i>SLT to develop an overview to digital platforms and their use across stages/subjects.</i>	<i>Planning tracking and monitoring</i> <i>Professional judgement</i> <i>Digital Tracking and monitoring - use of Insights on Teams</i>	June 2022 based on pilot roll out of the programme.	
<i>Increased use of digital tools to inform assessment of learning, within school and out with the classroom environment.</i>	<i>All staff to include digital assessment opportunities in planning</i>  <i>Particular use to be made of tools which enable collaboration, assessment and evaluation:</i> <b>OneNote</b> Sway <b>Powerpoint</b> <b>Forms</b> <b>Word (in Glow)</b>	<i>Planning tracking and monitoring</i> <i>Learner evaluations</i> <i>Staff consultation</i> <i>Digital Tracking and monitoring - use of Insights on Teams</i>	June 2022 based on pilot roll out of the programme.	
<i>Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.</i>	<i>Staff engage with digital learning CLPL</i>  <i>All staff to have access to Education and Families Bulletin on Glow</i>  <i>All staff to know their login for Login to Learn</i>	<i>Planning tracking and monitoring</i> <i>Digital Tracking and monitoring - use of Insights on Teams</i> <i>Staff PRD</i>	Carried out across the school year – embedded June 2022	

**Resources**

Please include costs and, where relevant, state where cost is being met from.

Refreshed Curriculum Narrative Ed Scot – What Digital Learning might look like. NLC - Digital Learning and Teaching Guidance (August 20)

NLC - Digital Solutions to enhance Learning and Teaching.

### 2021-22 School Improvement Priority 1

**IMPROVEMENT PRIORITY 1:** Literacy- Increase attainment in literacy across all stages.

**Person(s) Responsible**  
Who will be leading the improvement? HT, PT, CST, CIIL, CT, ASNA CA

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	1.2 Leadership of Learning	1 Early Intervention and Prevention	Choose an item.	Article 3 - best interests of the child
2. Closing the attainment gap between the most and least disadvantaged children	2. Teacher Professionalism	2. Closing the attainment gap between the most and least disadvantaged children	1.3 Leadership of Change	4. Targeted Approaches to Literacy and Numeracy	Choose an item.	Article 12 - respect for the views of the child
3. Improvement in children's and young people's health and wellbeing	3. Parental Engagement	5. Improved outcomes for vulnerable groups	1.4 Leadership and Management of staff	5. Promoting a high quality learning experience	Choose an item.	Article 28 - right to education
Choose an item.	4. Assessment of Children's Progress	Choose an item.	1.5 Management of Resources to Promote Equity	6. Differentiated Support	Choose an item.	Article 29 - goals of education

Choose an item.	<b>5. School Improvement</b>	Choose an item.	<b>2.3 Learning, Teaching and Assessment</b>	<b>7. Using Evidence and Data</b>	Choose an item.	Choose an item.
Choose an item.	<b>6. Performance Information</b>	Choose an item.	<b>2.4 Personalised Support</b>	<b>10. Partnership Working</b>	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	<b>3.2 Equality and Inclusion</b>	Choose an item.	Choose an item.	Choose an item.

<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>
Assess all children in Literacy to identify 'gaps' in learning.	Conduct SWST, PM Benchmark, Active Lit Assessments and where appropriate PHAB and YARC	Use data as a catalyst for prof dialogue. Re-assess children following short intervention. Adjust as appropriate and set date for next assessment.	Beginning Sept 2021, updates throughout the year. SMT meet once per month to discuss necessary changes with SfL Teacher	
Implement SfL programmes	Following periods of assessment SfL teacher will work with identified children to provide appropriate support.	Use data as a catalyst for prof dialogue. Re-assess children following short intervention. Adjust as appropriate and set date for next assessment.	Beginning Sept 2021, updates throughout the year. SMT meet once per month to discuss necessary changes with SfL Teacher	
Ensure consistent delivery of Active Literacy programme across whole school	Through quality assurance process evidence delivery of programme through Observations, jotter monitoring, learning walks and pupil focus groups	Evidence delivery of programme through Observations, jotter monitoring, learning walks and pupil focus groups	On going throughout year.	
<b>Resources</b> All resources currently owned by the school; SWST, PM Benchmark, Active Lit Assessments, PHAB and YARC assessments.				

## 2021-22 School Improvement Priority 2

**IMPROVEMENT PRIORITY 2:**

Numeracy- Increase attainment in numeracy across all stages.

**Person(s) Responsible**

Who will be leading the improvement?

HT, PT, CST, CIIL, CT, ASNA CA

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	1.2 Leadership of Learning	1 Early Intervention and Prevention	Choose an item.	Article 3 - best interests of the child
2. Closing the attainment gap between the most and least disadvantaged children	2. Teacher Professionalism	2. Closing the attainment gap between the most and least disadvantaged children	1.3 Leadership of Change	4. Targeted Approaches to Literacy and Numeracy	Choose an item.	Article 12 - respect for the views of the child
3. Improvement in children's and young people's health and wellbeing	3. Parental Engagement	5. Improved outcomes for vulnerable groups	1.4 Leadership and Management of staff	5. Promoting a high quality learning experience	Choose an item.	Article 28 - right to education
Choose an item.	4. Assessment of Children's Progress	Choose an item.	1.5 Management of Resources to Promote Equity	6. Differentiated Support	Choose an item.	Article 29 - goals of education
Choose an item.	5. School Improvement	Choose an item.	2.3 Learning, Teaching and Assessment	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	6. Performance Information	Choose an item.	2.4 Personalised Support	10. Partnership Working	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.2 Equality and Inclusion	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
Assess all children in Numeracy to identify 'gaps' in learning.	Conduct MALT Assessments and consult transition records from previous year to identify children in need of support.	Use data as a catalyst for prof dialogue. Re-assess children following short intervention. Adjust as appropriate and set date for next assessment.	Beginning Sept 2021, updates throughout the year. SMT meet once per month to discuss necessary changes with SfL Teacher	

Implement SfL programmes	Following periods of assessment SfL teacher will work with identified children to provide appropriate support through IDL Numeracy.	Use data as a catalyst for prof dialogue. Re-assess children following short intervention. Adjust as appropriate and set date for next assessment.	Beginning Sept 2021, updates throughout the year. SMT meet once per month to discuss necessary changes with SfL Teacher	
Ensure consistent delivery of HAM programme across whole school	Through quality assurance process evidence delivery of programme through Observations, jotter monitoring, learning walks and pupil focus groups	Evidence delivery of programme through Observations, jotter monitoring, learning walks and pupil focus groups	On going throughout year.	
Introduce SEAL Maths for session 2022-23	Using collegiate time, staff will begin training on SEAL approaches with the targeted implementation date of August 2022.	Through PRD process, staff will be encouraged to attend SEAL training through session	August – June.	
<b>Resources</b> IDL Numeracy- Licence paid from PEF 2020-21 <b>SEAL Training- CPD fund where appropriate from school budget.</b>				

### 2021-22 School Improvement Priority 3

<b>IMPROVEMENT PRIORITY 3:</b>	Health and Wellbeing- support the emotional wellbeing of children offset as a result of Covid-19 implications.
<b>Person(s) Responsible</b> Who will be leading the improvement?	HT, PT, CST, CIIL, CT, ASNA CA

NIF Priority	NIF Driver	Education and Families Priority	HGIOELCC QIs	PEF Intervention	UNCRC Articles
<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>2.1 Safeguarding and CP</b>	<b>2. Social and Emotional Wellbeing</b>	Article 4 - implementation of the Convention
Choose an item.	<b>3. Parental Engagement</b>	<b>5. Improved outcomes for vulnerable groups</b>	<b>2.3 Learning, Teaching and Assessment</b>	<b>3. Promoting healthy lifestyles</b>	Article 12 - respect for the views of the child
Choose an item.	<b>5. School Improvement</b>	Choose an item.	<b>2.7 Partnerships</b>	Choose an item.	Article 42 - knowledge of rights

<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>
Establish Continuity and stability in staffing. Over 20 Teachers have occupied fixed term teaching positions over the past 3 years. This is within a school of only 4 classrooms. Children will benefit from familiar face returning in new school year.	Use PEF fund to retain a Class Teacher for next session.	Staff member retained	Staffing exercise May 2021	M. Shaw retained for session 2021-22
Complete application for 'Rights Respecting School' process.	Devolved Leadership opportunity for staff member to lead the school through this global recognised achievement.	Accreditation gained	Achieved by June 2023	
UNCRC rights of the child implemented in to HWB lessons.	Curricular opportunities to discuss their rights particularly following a very challenging 16 months of COVID-19 related restrictions.	Evidence delivery of programme through Observations, jotter monitoring, learning walks and pupil focus groups	Ongoing throughout session	
<b>Resources</b> UNICEF subscription to 'Rights Respecting School' paid from school budget. <b>Core staffing from School budget, enhanced by PEF.</b>				

## 2021-22 Nursery Class Improvement Plan

<b>IMPROVEMENT PRIORITY :</b>	Enhance overall quality of service delivery in line with CfE Early Level Benchmarks whilst ensuring national practice is evident as detailed in 'Realising the Ambition'.
<b>Person(s) Responsible</b> Who will be leading the improvement?	HT, PT, CST, CIIL, EYP

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
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Choose an item.	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
Enhance the quality of outdoor play ensuring targets set appropriately inline with Early Level CfE	<p>All Nursery staff to attend virtual training in outdoor play in session 2021-2022</p> <p>Physical environment upgraded through LA funding and self funding projects.</p> <p>Staff to collate resources required for successful Outdoor Play.</p> <p>Outdoor Play to be established in line with 'Realising the Ambition' and 'Loose Parts Toolkit' by December 2021</p>	<p>All Staff trained in aspect of outdoor play in current academic session.</p> <p>Observations of Play</p> <p>Quality experiences evident in Learning Journeys</p> <p>Range of experiences shared across twitter with Parents and in nursery Team page.</p>	<p>June 2022</p> <p>September 2021- Ongoing</p> <p>October 2021- ongoing</p> <p>October 2021- ongoing</p>	
Provide resources in order for children to influence their own environment and choose their method of learning. (Loose Parts Play)	<p>Physical resources require construction, (e.g. – new play shed requires constructing)</p> <p>Play Area requires to be cleared (congested at Moment)</p>	<p>Outdoor items constructed and used by children.</p> <p>Play area cleared to facilitate space for play.</p>	<p>September 2021</p> <p>September 2021</p>	

	<p>Rota created to ensure a member of staff is permanently on Outdoor play.</p> <p>Fundraise for more resources an water proofsto establish play.</p>	<p>Rota up and running for September 2021</p> <p>Fundraising initiatives, goal and purpose shared with stakeholders</p>	<p>September 2021</p> <p>September 2021</p>	
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**Resources**  
Please include costs and, where relevant, state where cost is being met from.



NAME OF ESTABLISHMENT: Auchinloch PS  
SAC/PEF ALLOCATION (FTE or resource):  
PEF £14702

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.

Almost full PEF entitlement £14373, will be used to supplement staffing in order to retain CT Melissa Shaw. In my 3 years as HT there have been over 20 fixed term teachers present at Auchinloch (not including short term supply). This high turnover of staff has been increasingly challenging for pupils to form true and meaningful relationships with staff members. Following a very disjointed year for parents, staff and pupils I am able to provide a little stability for those returning.

Costings

Focus area -  
Intervention

Intended Outcome

Evidence

(FTE or resource)	Literacy / Numeracy / HWB	Please describe your planned use of SAC/PEF allocation and what you intend to achieve.	Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc)
0.26fte = £14373	All curricular areas.	<p>Almost full PEF entitlement £14373, will be used to supplement staffing in order to retain CT Melissa Shaw. In my 3 years as HT there have been over 20 fixed term teachers present at Auchinloch (not including short term supply). This high turnover of staff has been increasingly challenging for pupils to form true and meaningful relationships with staff members. Following a very disjointed year for parents, staff and pupils I am able to provide a little stability for those returning.</p>	<p><b>TPJ, Activ Literacy Assessments, MALT and SNSA.</b></p>