

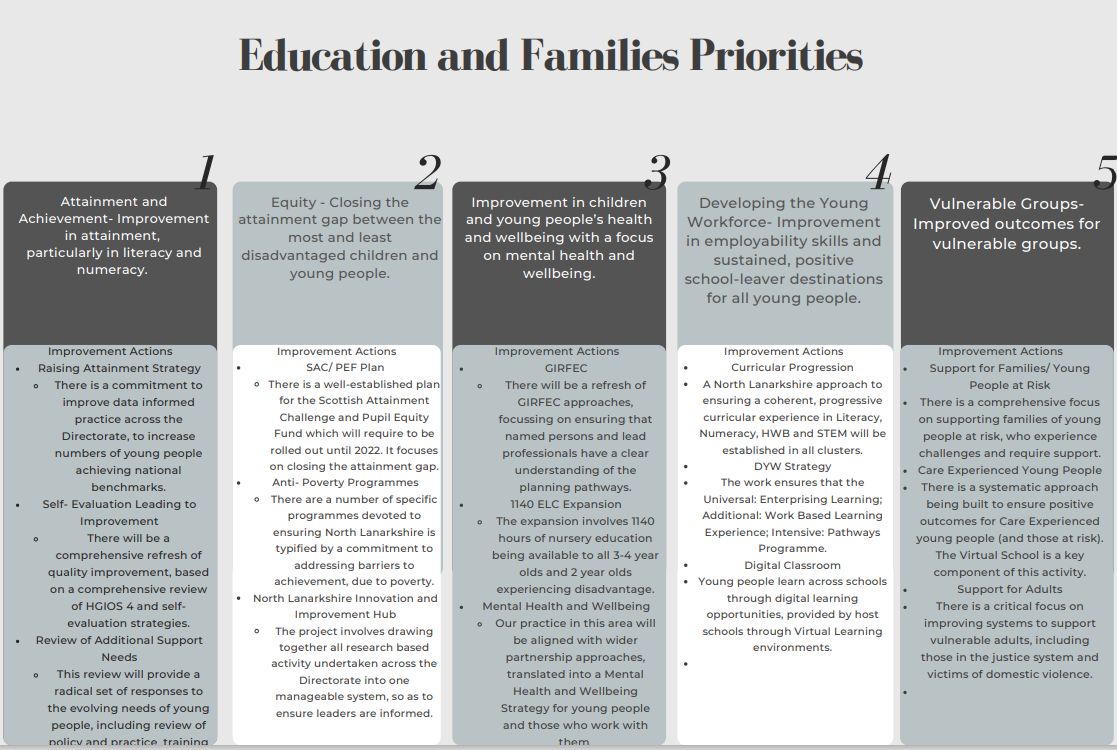
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2023-24**

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| **School:** | Bargeddie Primary |
| **Cluster:** | Coatbridge High School |
| **Head Teacher:** | Gillian Brady |

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| Improvement Plan Summary | |
| Cluster Priority: | **Attainment in Literacy and Numeracy will improve through moderation which will inform teacher judgement across the cluster.** |
| School Priority 1: | **The validity and reliability of teacher professional judgement will be enhanced through a renewed focus on assessment and moderation, which in turn will impact positively on attainment.** |
| School Priority 2: | **Outcomes for pupils will be further improved via increased empowerment of staff, pupils, parents and carers, thereby harnessing a wider range of knowledge, skills and talents.** |
| Nursery Class Priority: |  |

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**School Vision and Values**

**Bargeddie Primary School Vision and Values**

To work in partnership with all members of our school community, to encourage our pupils to maximise their potential. To ensure all pupils are safe, happy, achieving, nurtured, active, respected, responsible, included and valued.

We pledge to undertake the following-

1. Provide a happy, welcoming learning environment, where an ethos of trust and mutual respect is evident.

2. Provide engaging learning opportunities which challenge and support pupils, as appropriate and meet the needs of all learners.

3. Encourage the development of personal and social skills, which allow our pupils to become responsible citizens, who show tolerance and respect towards others.

4. Celebrate attainment, achievement and recognise the development of wider skills and talents.

5. Provide pupils with the knowledge and skills to make sensible, informed choices to remain safe, fit and healthy.

**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 (pupils, parents/carers, partners)**

Parents and Carers were consulted on our School Improvement Plan priorities via a Microsoft Form. This information was gathered during our final Parents’ Night Meetings, when almost all families were in attendance. Those families unable to attend the Parents’ Meetings were issued with the link to ensure all families had the opportunity to contribute. Pupil awareness was raised at assemblies and their views collected by House Captains, for consideration/inclusion.

**2023-24 Improvement Plan**

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| Cluster Priority: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Attainment in Literacy and Numeracy will improve through moderation, which will inform teacher judgement across the cluster.** |
| Person(s) Responsible  Who will be leading the improvement? | **CIIL, Cluster, Cluster Network Team** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 3** | | **NIF Driver: 4, 5, 6** | | | |
| **NLC Priority: 1, 2, 5** | | **QI: 1.1, 1.3, 2.3, 3.2** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC: 3** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  A cluster approach to assessment and moderation will assist teachers in arriving at valid and reliable decisions on learners’ progress towards, and achievement of, a level. It will support the consistency of teachers’ professional judgement and target interventions to raise attainment. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.   * Professional learning activities * HGIOS4 & How Good is OUR School * Quantitative Data – NLC Dashboard, Cluster Dashboard, ACEL, NSA etc. * Investment of time on in-service days, cluster & school level meetings * NLC, West Partnership & Education Scotland documents including Assessment in BGE (Ed Scotland) | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2**  **(Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| All staff are confident using the moderation cycle and ACEL, including progress within levels by June 2024.  Collegiate working will ensure consistently across the Cluster.  Build upon P7 Cluster literacy moderation started in May 2022 and embed this session. Commence numeracy cluster moderation.  Initial focus will be P7. The scope of our work will extend to P1 and P4 following review of the impact of this model at the end of the 2023/24 improvement cycle | Cluster BGE Moderation Toolkit (P7)  P7 literacy & numeracy moderation with cluster using Toolkit (refine & embed)  Opportunities for joint cluster CLPL & sharing practice  CLPL for identified staff e.g. time at inservice day(s) & cascade expertise. | | Cluster moderation trios will evaluate progress and plan next steps (Sept 2023 – April 2024)  Central cluster moderation event on 14 February 2024 (afternoon)  CLPL feedback to evaluate impact, revise approach, if appropriate and shape future implementation  Attainment review meetings to share data, progress against targets, evaluate intervention and plan next steps  Ongoing checkpoints throughout the session from August (May 2024)  Review data trends - ongoing |  |  |
| **Final evaluation:** | | | | | |

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **The validity and reliability of teacher professional judgement will be enhanced through a renewed focus on assessment and moderation, which in turn will impact positively on attainment.** |
| Person(s) Responsible  Who will be leading the improvement? | **Lynn Logan – Principal Teacher** | |

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| **NIF Priority: 3, 4, 5** | | **NIF Driver: 2, 4, 5** | | | |
| **NLC Priority: 1, 2, 4** | | **QI:1.1, 1.2, 2.3, 3.2** | | | |
| **PEF Intervention: 4, 5, 8, 11** | | **Developing in Faith/UNCRC: 5, 29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Changes to staffing over a number of years have resulted in only a few of our remaining staff having received comprehensive training linked to assessment and moderation. Therefore, to ensure consistency amongst our staff this has been identified as an area for further development. Furthermore, following professional dialogue relating to achievement of a level, it is recognised that professional judgement requires further development to ensure increased teacher confidence and to ensure greater validity and reliability of ACEL data. Increased confidence relating to achievement of a level will ensure pupils receive appropriate levels of challenge/support. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.  Time allocation – SIP meetings, in-service days etc.  NLC Self-evaluation toolkit  HGIOS 4  Digital assessment subscriptions  West Partnership Assessment and Moderation Toolkit  A range of digital programmes/apps, as appropriate  Blooms Taxonomy | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| **Assessment and Moderation**  Revisiting and consolidation of assessment and moderation practices will ensure greater accuracy in identifying and addressing pupil development needs and promote improved attainment. | **Lead – Lynn Logan P.T.**  Identified Assessment and Moderation Champion  Review of school Assessment and Moderation Policy  Re-engagement with the Learning, Teaching and Assessment Cycle/Self Evaluation Toolkit  Staff engagement in NLC Assessment and Moderation Training  Staff re-engagement with HGIOS4  Q.I. 2.3  Staff engagement in Cluster assessment and moderation activities  In school and cluster level moderation trios established to promote collegiate discussion and consistency across authority  SMT engagement with West Partnership Assessment and Moderation toolkit and cascading of information to staff.  Classroom Observation – development of Santa Cruz model to enhance collegiate dialogue and identify next steps in staff development | | PRD discussions  Staff engagement in CLPL opportunities  Professional dialogue  Staff questionnaires  Class groupings/target groups  Records of learning conversations  Termly Forward Plan and pupil progress discussions between SLT and staff  Professional dialogue  Classroom observation focussing on pace, good use of support staff, maximising teaching time |  |  |
| Development of teacher confidence to ensure  professional judgement is robust, reliable and informed by a wide range of evidence, will serve to enhance teaching and learning. | Benchmarks  Increased staff engagement with the benchmarks at the planning stage to ensure a clear focus on pupil learning and to support achievement of a level dialogue.  Standardised Assessments  PIPS, Suffolk, MALT, NSA, CEM assessments administered throughout the session to support professional judgement.  Formative Assessment  Re-engagement with AIFL strategies across all stages.  Increased focus on pupil led Success Criteria to increase pupil participation in learning.  High Quality Assessment  Undertaken termly to demonstrate **Breadth** of Learning - Requiring the learner to draw on a range of learning from a number of Es and Os, across different organisers.  **Challenge** - Promoting higher order thinking skills –creating, evaluating, analysing.  **Application** of learning in new and unfamiliar situations (4 contexts of learning)  Periodic Assessments  An opportunity for learners to draw on a range of learning that has taken place over an extended period of time  Digital Assessment  Assessment approaches will be enhanced by the use of accessible digital tools and platforms. These will be matched to the needs of learners in order to support them in progressing their learning. | | Planning of learning, teaching and assessment  Quality of feedback and how this is used/acted upon  Assessment files  Attainment data and tracking conversations  Target setting displays evident in all stages  AIFL strategies used daily to enhance teaching and learning in all stages, as evidenced during classroom visits  Increased pupil engagement in identifying their strengths and areas for development in their learning.  Evidence of learning conversations  Blooms taxonomy embedded and in use daily  Formative comments guiding next steps evident in jotters  Peer and self-assessment in evidence during class visits  Pupil Questionnaires  Learning conversations  Staff use of digital tools for formative assessments such as online quizzes, video diaries, audio files, online whiteboards.  Staff use of digital tools to gather evidence for summative assessments.  Staff use of self-marking assessments via Google |  |  |
| **Final evaluation:** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Outcomes for pupils will be further improved via increased empowerment of staff, pupils, parents and carers, thereby harnessing a wider range of knowledge, skills and talents.** |
| Person(s) Responsible  Who will be leading the improvement? | **All teaching staff will be empowered to take a lead role and be responsible for overseeing one specific section of this priority.** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2, 3, 5** | | **NIF Driver: 1, 2, 3, 4, 5** | | | |
| **NLC Priority: 1, 2, 3, 5** | | **QI: 1.3, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC: 4, 5, 12, 13, 28, 29, 39, 42** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Following our recent HMIe inspection, certain recommendations were made, one of which was to further develop empowerment within our school. Through empowerment of all members of our school community, we aim to increase the pace of change across a number of key areas, utilising the knowledge, skills and talents of all members of our school community, which ultimately will enhance pupil learning. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.  **Wellbeing**   * PASS Assessments * Strengths and Difficulties Questionnaires * Counselling Services * Outcome Star resources and training * Child Protection training * Training linked to aspects of Nurture * Wellbeing App and updated training * NLC draft policy – ‘Supporting Effective Child Centred Transitions’   **Digital**   * Digital Champion staff training – time allocation * Micro Bits * Additional ICT Hardware i.e. I Pads/Laptops etc. * Annual subscriptions for use of online assessments e.g. CEM, PASS etc. * Digital Literacy and Computer Science Pathways * Clicker 8   **Developing the Young Workforce**   * Staff and pupil training opportunities, as and when available * Resources required for Christmas Fair, as yet to be decided * Cooperative Learning badges * Resources to enhance outdoor learning, as yet to be decided * ‘My World of Work’ website with pupil accounts established   **Health and Wellbeing**   * Health and Wellbeing Champion training sessions * Sports’ Scotland Gold Award assessment criteria * Funding to support Health Week and also OHSL opportunities for pupils * Time allocation to audit practice and complete assessment information   **Numeracy and Maths**   * NLC updated Maths Pathways * Number Talks training and related resources * Seal Maths * Concrete materials   **Rights Respecting Schools – Gold Award**   * Rights Respecting Schools – Gold Action Plan * RRS Information Leaflets for parents/carers, partners * Possible time allocation to drive forward pupil led campaigns as yet to be decided | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| **Wellbeing and Inclusion**  Pupil wellbeing will be closely monitored via a range of initiatives, with appropriate actions taken, to address identified areas of concerns. | **Lead – Gillian Brady H.T.**  Implementation of PASS (Pupil Attitude to Self and School) Assessments in September  Strengths and Difficulties Questionnaire results will be analysed and where appropriate, further questionnaires administered.  ‘Outcome Star’ will be fully implemented, both initial and follow-up discussions, with results uploaded to the Seemis System  ‘What I Think’ discussions will continue to feature to ensure pupil voice is captured.  Annual Child Protection training for all staff members will feature  Additional, relevant training will be accessed throughout the session, as and when available.  Needs Based Pathway Review process will be implemented, as necessary, for identified pupils. | | PASS assessment results  Strengths and Difficulties Questionnaire results  Comparison of before and after the implementation of the specified intervention will evidence improvement in wellbeing  ‘What I Think,’ discussion documentation  Child Protection training records  Dependent on training available  NBPR proforma and related evidence e.g. GIRFME Plan, minutes of meetings, assessment data, specialist placement etc. |  |  |
| Pupil wellbeing will be enhanced via partnership working with a range of services. | Requests for Assistance will be submitted, as required, to obtain the advice and support of other professionals e.g. CAMHS, Speech and Language, Occupational Therapy, Social Work etc.  Counselling Services will be accessed to support the social and emotional wellbeing of pupils from the P5 stage onwards e.g. Miracle Foundation  Cluster Wellbeing Meetings will be utilised to harness the support of a range of associated professionals in a bid to provide pupils with enhanced support  Where appropriate, our local Wellbeing Hub will be accessed for identified pupils to help address more specific needs.  Regular, scheduled meetings with our Educational Psychologist, alongside identified staff training, will ensure staff are aware of strategies, techniques and initiatives to fully support a wider range of pupil development needs. | | Levels of engagement with other professionals, minutes of meetings  Requests for Assistance/  Referrals to Counselling Service  Identified pupils selected for inclusion at Wellbeing Meetings, with appropriate interventions/supports utilised  Records of visits to Wellbeing Hub with relevant interventions in place.  Minutes of meetings  Staff training records  Pupil questionnaires |  |  |
| Implementation of NLC’s ‘Supporting Effective Child Centred Transitions,’ will ensure enhanced pupil support at points of transition and ensure all parties have access to all relevant information. | Familiarisation of NLC’s draft policy on ‘Supporting Effective Child Centred Transitions’ and related training for all staff.  Implementation of suggested procedures for effective transitions between classes, across NLC establishments and across authorities/regions etc.  Adherence to suggested timescales to ensure pupils benefit from timely interventions/ practices.  Practice will be aligned to the national context, thereby ensuring the requirements of the Additional Support for Learning, Statutory Guidance 2017, are met.  Pupil voice will be captured through, ‘What My Teacher Should Know About Me,’ documentation and/or discussions.  Reassess current transition arrangements and adapt/enhance to ensure adherence to statutory guidance and NLC draft policy. | | Attendance at awareness raising sessions linked to draft policy  Enhanced transition programme based on policy guidelines  NBPR completed pupil profiles  Practices and procedures aligned to national/local policy.  Records of, ‘What my Teacher Should Know’ discussions.  Review of current policy |  |  |
| Attendance will be carefully monitored to ensure pupils gain maximum benefit from the education provided in school and to ensure high standards of pupil wellbeing. | Monthly attendance monitoring will continue to feature, with letters issued to families  Families will be made aware of exclusion criteria to ensure appropriate lengths of pupil absence, as a result of health conditions  Coatbridge Cluster Attendance Council pilot will be utilised, to ensure identified families receive appropriate levels of support to encourage regular attendance at school.  Scottish Children’s Reporter will be accessed for additional support/advice, where appropriate.  CLD and Family Engagement Worker will be instrumental in supporting families and providing appropriate support to promote more regular attendance. | | Letters issued to families, identified pupils tracked and monitored  Exclusion Criteria issued to families at the start of the new school session  Correspondence linked to Cluster Attendance Meetings  Records of discussions/ suggestions etc.  Records of RfA to Children’s Reporter  Records of home visits  Minutes of meetings |  |  |
| Monitoring and tracking of pupil wellbeing will be enhanced through the use of a range of digital systems | The Seemis Wellbeing App will be used regularly to monitor and track pupil wellbeing, with all relevant documents being stored electronically.  Pastoral Notes and Chronologies will be regularly updated to ensure significant events are recorded for future reference.  Incidents of bullying will no longer be captured on Tootoot but will now be recorded on the Seemis System  Violent incidents will continue to be recorded on CIRIS. | | Uploaded information, collated into comprehensive pupil wellbeing files  Pastoral Notes’ records  Chronologies of significant events  Records of Bullying Incidents  Records of Violent Incidents |  |  |
| **Digital**  Improving digital  skills of pupils  across the school, will  provide them with the necessary skills  for learning, life and work. | **Lead – Jennifer Morrison**  Implementation of North Lanarkshire’s Digital Literacy and Computer Science Pathways in all stages  Use of Developing the Young Workforce materials  Digital Ambassadors supporting younger classes with weekly lessons, learning specific ICT skills  Digital Ambassadors’ job remit created  Digital Ambassadors helping to update school website/Twitter  Audit of practice  Application for Digital Schools Award Scotland | | Successful completion of DSAS  Records of pupil skills linked to I.C.T.  Forward Plans and related discussions  Senior pupils supporting younger classes via timetabled support  Regular updates to website/ Twitter  Audit of practice  Digital Schools’ Award application |  |  |
| Through the use of a range of digital resources, digital literacy will be improved across the curriculum and pupils will be equipped with the skills to communicate their learning in a range of different ways. | Use of SAM Group resources  Regular use of NLC Virtual Classroom resources  Use of a range of apps on iPads/programmes on laptops  Extended use of ICT across the curriculum  Use of Clicker 8 across the school to support and challenge pupils  Use of Digital forms of assessment, both summative and formative, e.g. CEM, PIPS, NSAs, Microsoft Forms etc. | | Records of pupil skills  Showcasing pupil work on Twitter  Pupil presentations of work in classes, at assemblies e.g. Sways, Power points etc.  Completion of online assessments/  questionnaires etc. |  |  |
| Further development of computer  science skills,  will benefit pupils’  creativity, critical  thinking, maths and problem solving skills. | All classes participating in age specific NLC or Education Scotland code-a-longs    Use of apps on iPads/programmes on laptops  ICT lessons taught weekly, following pathways  Digital Ambassadors supporting younger classes to further develop their digital skills  Use of Heinemann Active Maths programme for problem solving. Use of programmable devices e.g. Beebot, micro:bits etc.  Use of Scratch for coding with P4-7, Scratch Jr for coding with P1-3, Let’s code or BBC Make Code for programming micro:bits | | Attendance at organised code-a-longs  Records of pupil skills  Timetabled visits of senior pupils supporting younger pupils to further develop their digital skills.  Showcasing pupil work on website/Twitter  Pupil surveys focusing on engagement/  enjoyment of programmes used |  |  |
| **Developing the Young Workforce**  Developing leadership skills of learners through their involvement in a range of committees and initiatives throughout the course of the school year. | **Lead – Lorraine Fisher**  Roles and responsibilities allocated within all classes.  Pupil involvement in application/interview process for specific job roles  Establishment of responsibility groups and committees working towards specific outcomes e.g. Eco Committee, Junior Sports’ Leaders, House Captains etc.  Enterprise initiatives e.g. Christmas Fayre, enterprise in partnership with local community project, links with RRS committee initiatives  Pupil led presentations delivered in class, at assemblies and at special events. | | Responsibilities displayed in class.    Pupil Application Forms/ Interview Forms  Buddy system for infant pupils  Committees established with records of meetings/ discussions and also observed developments  Wall displays  Junior Sports’ Leaders working with younger pupils during breaks and P.E. sessions  Junior Sports’ Leader training sessions/certificates  Christmas Fayre event hosted by pupils and fund raising through enterprise initiatives.  Pupil created Sways/ Power Points etc. |  |  |
| Increasing learners’ knowledge and understanding of employment and employability. | Training opportunities for staff as and when available  Money Smart Activities, linking with banking providers e.g. Santander, HSBC etc.  Increased use of ‘My World of Work’ online website in upper stages to develop an understanding of skills and attributes for a range of jobs  Increased awareness of ‘People Who Help Us’ in infant classes  Career workshops in partnership with local businesses, parents/carers and colleges | | Attendance at training events for staff and pupils  Workshops provided by banks through community engagement officers  Pupil accounts for ‘My World of Work’ issued to respective class teachers and time set aside during digital learning to ensure access.  Role play experiences in infant classes as part of drama and choosing time. ‘People Who Help Us,’ topic work planned for Term 1 in infant department.  Letters to parents/ carers, local business and colleges requesting involvement as part of the delivery of employment workshops.  Timetable of workshops available  Twitter records and website recording pupil presentations and events. |  |  |
| Developing learners’ social skills to improve their ability to co-operate with their peers. | Develop outside area to increase child led play learning experience  Develop increased use of co-operative learning strategies in middle and upper stages.  Assign sets of co-operative learning badges and resources required to increase use of approaches in classes. | | Orders/invoices for outdoor resources and evidence of outdoor learning opportunities provided via Forward Plans, Twitter etc.  Letters to local businesses to request donations for loose parts’ play.  Contact Community Justice/ Prison Service to follow up equipment request. |  |  |
| **Health and Wellbeing**  Through increased pupil empowerment, health and wellbeing across the school will be enhanced via a range of initiatives. | **Lead – Janie Dunbar**  Health and Wellbeing Ambassadors’ application process  Promotion of Health and Wellbeing Ambassadors’ role via pupil presentations at assembly and visits to classes  Active Schools’ Coordinator led training sessions arranged for Young Sports’ Leaders  Health and Wellbeing Ambassadors assuming responsibility for running clubs, assisting with P.E. lessons and further raising awareness of mental health via Mindfulness sessions/presentations etc.  Pupils surveyed on choice of clubs/opportunities | | Pupil applications for leadership roles  Presentations e.g. Powerpoint/Sway etc.  Record of Young Sports’ Leader training and related certificates  Yearly calendar of clubs offered to pupils  Wall displays  Twitter and website updates  Sports’ Committee minutes of meetings |  |  |
| Auditing current practice and comparing with the essential requirements for the renewal of our Sports’ Scotland Gold Award will highlight areas for further development and enhance opportunities for pupils. | Development of sporting clubs/opportunities suitable for all pupils P1-7  A range of sporting opportunities accessed via our Active Schools’ Coordinator, as available  Sports’ Committee Charter created, linked to UNCRC  Self-evaluation/audit of current practice by Sports’ Leaders to identify key areas for further improvement and action plan created  Health Week established on school calendar  Monitoring and tracking of pupil engagement in after school activities and attendance at clubs out with school. | | After school/lunchtime clubs established for each year group  Pupil survey results  Committee Charter revisited/renewed to match school aims  Action Plan for renewal of Sport Scotland Gold Award  Twitter and website updates  Records celebrating success/ achievements out with school  Club registers |  |  |
| Through engagement in a range of initiatives, pupils will benefit from a continued focus on equity and inclusion. | Further develop our outdoor area to create a sensory space/learning area  Equality and Diversity Ambassadors appointed  Celebrate Black History Month  Ensure LGBT lessons feature, as appropriate  Show ‘Racism the Red Card’ annual involvement  Respect Me Anti-Bullying annual involvement  Mental Health Ambassadors appointed to promote the importance of good mental health and the benefits of Mindfulness.  Effective GIRFME planning procedures in place, created in partnership with all stakeholders. | | Forward Plans  Twitter photographs/entries  Wall displays  Pupil classwork  Professional dialogue  Mindfulness sessions across all stages  Robust GIRFME Plans in place for identified pupils |  |  |
| **Numeracy and Maths**  New NLC pathway to be introduced at the start of the new session in August ’23 to ensure pupils benefit from appropriate progression. | **Lead – Sharon Bennet**  SMT to introduce new Maths Pathways during August inset days with time allocated for familiarisation.  Implementation of updated NLC Maths Pathway across all stages.  Forward Planning format updated to reflect new pathway | | Monitoring and tracking within classroom  End of unit assessments  Forward Plans and related discussions |  |  |
| Concrete, pictorial and abstract approach to be embedded at each stage to ensure improved levels of understanding. | Allocated SIP twilight to share good practice and consider training options.  Visits to classes to observe CPA approach in practice  Increased use of concrete materials | | Monitoring and tracking within class bases    Pupil attitudes to maths before/after survey  Class visits  Forward Plan monitoring and discussions with SMT |  |  |
| Implementation of SEAL to further develop problem solving skills. | Allocated SIP twilight for familiarisation with planning documentation and resources.  Implementation of SEAL with a focus on problem solving.  Forward Planning format updated to incorporate SEAL resources | | Feedback from pupils and teachers on the effectiveness of the sessions  PIPS+ follow up results  CEM Assessment results – P3, 5 and 7  Forward Plan monitoring and discussions with SMT |  |  |
| Implementation of SEAL to support pupils who have significant gaps in their knowledge or basic numeracy skills. | Support groups to be identified by class teachers based on summative assessment results such as MALT, INCAS & NSA.  Additional support for learning timetable to be established at start of new session focusing on individuals and small groups. | | Ongoing monitoring and assessment  Forward Plan monitoring and discussions with SMT  Target groupings |  |  |
| Further development of Number Talks to build flexibility, accuracy and efficiency in numeracy via  discussion and sharing of mental maths  strategies. | Class visits to observe good practise  Sessions delivered daily in short time blocks e.g. 15 minutes <https://blogs.glowscotland.org.uk/ab/public/sali/uploads/sites/1389/2019/03/24111216/Fluency-Without-Fear-by-Jo-Boaler.pdf> | | Pupil attitudes survey  Professional dialogue  PIPS+ follow up results  CEM Assessment results – P3, 5 and 7  Forward Plan monitoring and discussions with SMT  Class visits  Learning conversations |  |  |
| **Rights Respecting School – Gold Award**  Pupils and the wider school community will have knowledge of and understand the UN Convention on the Rights of the Child and will be able to describe how it impacts on their lives and on the lives of children around the world. | **Lead – Lynsey Hayworth**  Cascade information to ensure that adults and the wider school community are aware of the UNCRC and understand our commitment to it.  Pupils will understand the concept of rights being inherent, inalienable, indivisible, universal and unconditional, through a fortnightly focus on identified rights across all stages.  Pupil led presentations in classes and at assemblies to highlight the importance of children’s rights  Rights Respecting Schools’ Committee established and undertaking key initiatives linked to Gold RRS Award, as yet to be decided | | Distribution of related information to parents, carers and partners  Twitter/ Website populated with related information  Pupil led presentations  Questionnaires  Observations of pupils  Language used by the pupils |  |  |
| Through a fortnightly focus on individual rights, an increased number of relationships will be positive and founded on dignity and mutual respect. | Continue to address disagreements, conflict and prejudicial attitudes and record, as appropriate  Ensure actions are perceived as transparent, fair and effective by children and adults  Engage all pupils in discussions relating to the continuation of a positive school ethos  Engage pupils in a range of activities relating to celebrating diversity and the promotion of respect and equality.  Empowerment of pupils via increased use of HGIOS pupil version | | Participation in Show Racism the Red Card  Anti-Bullying Week activities  Black History activities  Holocaust Memorial Day focus  SHANNARI monthly focus and evaluations  House discussions via assemblies  LGBTQ activities  R.M.E focus on other world religions  HGIOS pupil version records |  |  |
| Pupils will be included and valued as individuals with their voices heard and their views considered through increased empowerment. | Pupils will be encouraged to ensure everyone is included and valued and describe how becoming rights respecting contributes to this  Creation of Playground Charter  Creation of Class Charters  Involvement in committees and jobs of responsibility | | Pupil focus groups/questionnaires  Observations of pupils following the Playground Charter/Class Charters  Dialogue between pupils and teachers and between peers  Committee discussions/ minutes of meetings |  |  |
| Pupils will be empowered to take action to uphold their rights and the rights of others, both locally and globally by undertaking a campaign. | Pupils will engage in action to campaign and/or advocate for the rights of children locally and globally. | | Response from campaign  Participation in ‘Send my Friend to School’ campaign  Pupil discussions/minutes of meetings |  |  |
| **Final evaluation:** | | | | | |

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| Priority 3: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | |  |
| Person(s) Responsible  Who will be leading the improvement? |  | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:** | | **NIF Driver:** | | | |
| **NLC Priority:** | | **QI:** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this? | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
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| **Final evaluation:** | | | | | |

**nOrth Lanarkshire Council**

**PEF ALLOCATION: £25, 725**

**Education & FAMILIES**

**EQUITY PLAN 2023-24**

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| **Rationale for EQUITY (PEF) plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression. |
| **Priority One**  The validity and reliability of teacher professional judgement will be enhanced through a renewed focus on assessment and moderation, which in turn will impact positively on attainment.  **Priority Two**  Outcomes for pupils will be further improved via increased empowerment of staff, pupils, parents and carers, thereby harnessing a wider range of knowledge, skills and talents. | Total cost from April 23 - August 23  £15 555  Total cost from August 23 – April 24  £26 617  Total cost  £42 172  This does not include any allocation for future pay rises | Our PEF budget will be used to enhance staffing –  0.2 probationer  0.5 price match funded teacher  This budget includes the costs from April 2023 – April 24.  Any remaining funds will be used to pay for the administration of the PEF budget - £1029 and future teacher pay rises in January.  However this PEF budget does not cover the costs from April 24 – August 24, which will be taken from our core budget, possibly around £6348, not including any pay rises. | Enhanced staffing will ensure more support can be directed towards pupils with additional support needs, within deciles 1-4 in particular.  Those in need of additional social and emotional support will receive additional nurture e.g. Seasons for Growth, What I think and Outcome Star discussions, PASS Assessments, GIRFME discussions capturing pupil voice etc.  Additional staffing will also allow for a nominated teacher to establish nurture groups to help regulate the emotions/behaviour of identified pupils.  Increased emotional stability and improved behaviour will have a positive impact on the ethos of classes, ideally leading to more effective teaching and learning and in turn increased attainment. | A wide range of attainment results e.g. CEM, NSAs, Suffolk, MALT etc.  Ongoing assessment information  Pupil survey results such as -  PASS - Pupil Attitudes to Self and School results  Strengths and Difficulties questionnaires  Outcome Star documentation  Pastoral Notes and chronologies detailing significant events  Attendance statistics  Pupil work in jotters, wall displays, discussions etc.  Pupil attainment especially in the junior department will be increased. |

Appendix 1:

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:

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| **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, survival and development  Article 7 - birth registration, name, nationality, care  Article 8 - protection and preservation of identity  Article 9 - separation from parents  Article 10 - family reunification  Article 11 - abduction and non-return of children  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  Article 19 - protection from violence, abuse and neglect  Article 20 - children unable to live with their family  Article 21 – adoption  Article 22 - refugee children  Article 23 - children with a disability  Article 24 - health and health services  Article 25 - review of treatment in care  Article 26 - social security  Article 27 - adequate standard of living  Article 28 - right to education  Article 29 - goals of education  Article 30 - children from minority or indigenous groups  Article 31 - leisure, play and culture  Article 32 - child labour  Article 33 - drug abuse  Article 34 -sexual exploitation  Article 35 - abduction, sale and trafficking  Article 36 - other forms of exploitation  Article 37 - inhumane treatment and detention  Article 38 - war and armed conflicts  Article 39 - recovery from trauma and reintegration  Article 40 - juvenile justice  Article 41 - respect for higher national standards  Article 42 - knowledge of rights | 1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  1.4: Leadership and management of staff  1.5: Management of resources to promote equity  2.1: Safeguarding and child protection  2.2: Curriculum  2.3: Learning teaching and assessment  2.4: Personalised support  2.5: Family learning  2.6: Transitions  2.7: Partnerships  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability  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 wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy.   **NIF Drivers**   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 |
| **PEF INTERVENTIONS**   1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact |
| **Education and Families Priorities**   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 |
| **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. | | |