

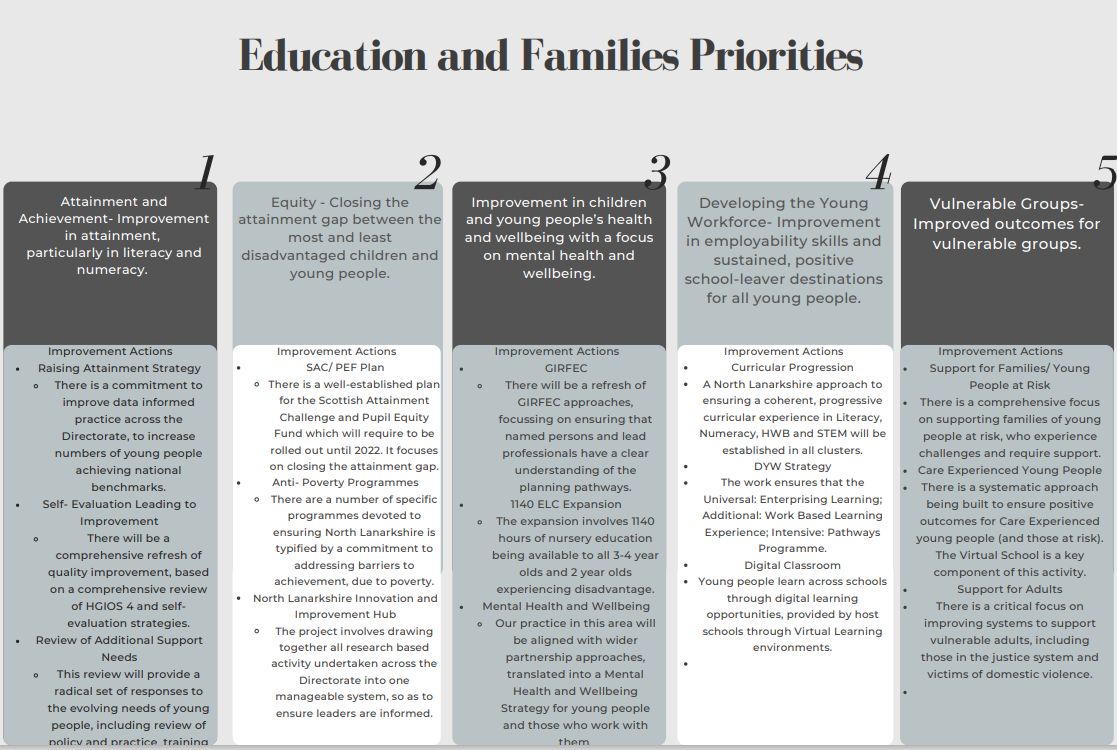
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2022-23**

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| **School:** | Bargeddie Primary School |
| **Cluster:** | Coatbridge High School |

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| Improvement Plan Summary | |
| Cluster Priority: | Attainment in Literacy & Numeracy will show improvement through improving attendance rates by 5% across the Cluster average through the GIRFEC Pathway. |
| School Priority 1: | Attainment in reading and writing will be increased by June 2023 (see link) through a range of initiatives such as, an increased focus on pupils within the junior stages, a reintroduction of NLC’s Active Literacy writing practices, through further development of spelling and grammar skills and through involvement in the Scottish Book Trust, ‘Reading School’ initiative etc. |
| School Priority 2: | The curriculum will be further improved and made more relevant, through an increased focus on sustainability, which will impact positively on pupils by developing responsible, compassionate attitudes linked to a range of current issues, thereby encouraging global citizenship. |
| Nursery Class Priority: | N/A |

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**School Vision and Values**

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

We will undertake the following-

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

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

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

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

Provide pupils with the knowledge and skills to make sensible 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)**

Pupils have been consulted on school improvement priorities during school assemblies, working together in their houses to identify and discuss areas for further development. Parents have been consulted via a Microsoft Online Form.

**2022-23 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 & Numeracy will show improvement through improving attendance rates by 5% across the Cluster average through the GIRFEC Pathway. |
| 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:**  School Leadership  Teacher Professionalism  Assessment of Children’s Progress  Parental Engagement  School Improvement  Performance Information | | **NIF Driver:**  School Leadership  Teacher Professionalism  Assessment of Children’s Progress  Parental Engagement  School Improvement  Performance Information | | | |
| **NLC Priority:**  Priority 2: Closing the attainment gap between the most and least disadvantaged children  Priority5: Improved outcomes for vulnerable groups | | **QI:**  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement | | | |
| **PEF Intervention:**  Promoting a high quality learning experience  Differentiated support  Using evidence and data  Engaging beyond the school  Partnership working  Professional learning and leadership | | **Developing in Faith/UNCRC:**  Article 28 – right to education  Article 29 – goals of education | | | |
| 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?  As a result of post pandemic recovery attendance rates have dropped across each establishment. Establishments in the cluster have P7 attendance rates of 90.4%, 89.7%, 84.7%, 88.2% below the Local Authority average of 90.7%.  Through analysis of the Cluster Attendance Survey data return last session it was identified there were a number of reasons for non-attendance highlighting resilience and coping skills as well as disengagement with the school curriculum as the key priority areas. | | | | | |
| **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 Team, Digital School, Education Scotland Guidance, GIRFEC guidance, Third Sector  Assessments cost as required  CLPL- cost as required | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| 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) |  |  |
| Working closely with families to identify situations where a young person is dealing with Emotional Based School Avoidance | Each establishment in the cluster will take part in a collaborative project involving regular meetings and monitoring to support and improve engagement with families and young people as identified with low attendance rates which will lead to improved attendance. | | Audit and analysis of engagement with Pilot Project across the cluster.  Use of outcome star with Pilot staff group and pupils to measure well-being. | Schools are identifying pupils with less than 85% attendance to consider for an attendance council meeting.  Langloan and Bargeddie PS will hold one pilot attendance council meeting each, this term.  Emotional Based School Avoidance materials have been reviewed and will be adapted to reflect our context.  Home visits have featured to promote increased attendance.  All families, where pupils have fallen below NLC expected attendance levels, have been contacted by letter and monthly attendance checks are in place to monitor attendance.  Attendance monitoring sits alongside ACEL data to identify impact on learning.  Telephone calls, home visits and letters are all being used to engage families and promote attendance. Communication with home is the main driving factor here. |  |
| Increased level of attendance in all establishments across the cluster. This will be measured as a percentage reflected across all cohorts. | Monthly attendance reviews with SLT and CIIL to identify families with attendance below the local authority average. | | Audit and analysis of attendance data across the cluster | Conversations have begun between HT and CIIL regarding individual families whose attendance falls below the local authority average. |  |
| Increased engagement in lessons due to improvements in attendance will result in measurable positive impact on Literacy & Numeracy data | Termly meeting with identified families to support improved attendance. | | Monitoring and tracking data will reflect improvement in attendance. | Using a Part time timetable, the school has successfully managed to increase the attendance of a school refuser.  The timetable focussed on promoting attendance in the morning, where all literacy and numeracy lessons took place. Results of a recent YARC showed improved scores. |  |
| Collaborative approach through use of partner agencies to support families with young people who are not attending school at present. | Family engagement worker to support targeted families. | | Collaborative working will reflect a range of approaches that will be used by the well-being team consistently across the cluster. | Family engagement worker is not in post.  We continue to work within the current partnership approaches to build relationships |  |
| The Cluster will use consistent Attendance monitoring procedures through use of Cluster Attendance policy. | Robust arrangements are in place to support high quality learning for children who are not in school. | | As part of the Cluster’s regular self-evaluation of attendance monitoring procedures, including the self-evaluation and self-reflection questions within :  *Promoting Attendance:*  *Included, Engaged and Involved Part 1*  *Self-reflection questions for educational settings.* | Self-evaluation cluster working, as detailed, planned for next cluster meeting (1/12/22). |  |
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| **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? | | **Pupil attainment in reading and writing will be increased by 10% by June 2023, via an increased focus on pupils within the junior stages, a reintroduction of NLC’s Active Literacy Writing practices, through further emphasis on spelling and grammar skills and through involvement in the Scottish Book Trust, ‘Reading School Initiative.’** |
| Person(s) Responsible  Who will be leading the improvement? | **H.T. and P.T.** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 3, 4, 5** | | **NIF Driver: 2, 3, 4, 5, 6** | | | |
| **NLC Priority: 1, 2, 4, 5** | | **QI: 1.2, 2.2, 2.3, 2.4, 3.2** | | | |
| **PEF Intervention: 1, 4, 5, 6, 7, 8, 10, 11** | | **Developing in Faith/UNCRC: 3, 5, 12, 28, 29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.  See below | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  **Through analysis of ACEL data, other assessment information (Suffolk, CEM INCAS, SNSA and ongoing class based assessments) professional dialogue and transition information, concerns around Literacy attainment, especially within the Junior stages have been identified as an area for increased focus.** | | | | | |
| **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**.  **PEF FUNDED APPROXIMATE COSTS, NOTED BELOW**  Combined funds from session 21/22 and 22/23 have been allocated to pay for a Probationer, thereby enhancing our staffing allocation. This in turn, will allow the Principal Teacher to remain mainly non-class committed, which will enable her to focus on additional support for learning groups and individuals from SIMD 1-3 and track and monitor progress, more effectively. This additionality will also allow an experienced infant practitioner to provide enhanced support to a probationer and new members of staff within this department and also support those pupils requiring enhanced nurture.   * **Price matched Probationer – £27 000**   To encourage increased reading for pleasure and enhanced parental involvement, updated Story Sacks, which contain a variety of fiction and non-fiction books around a theme, will be purchased.   * **Story Sacks - £2000**   To enhance the development of both reading and writing skills, additional ICT hardware will be purchased to enable those pupils in need of support to be able to utilise Clicker 8 and other ICT programmes, as recommended by the SAM Group, more regularly, as part of their daily programme of Literacy activities.   * **ICT Hardware – £4190**   To further develop teacher knowledge, skills and confidence, linked to the teaching of literacy, a range of CLPL will be accessed, as appropriate.   * **Literacy professional learning and development for staff – Active Literacy training courses in addition to pedagogy team involvement – £1400**   To promote both reading and writing within our school, funds will be allocated to facilitate author visits and to access Authors’ Live events   * **Pupil access to authors - £800**   To update/enhance teacher knowledge and skills linked to Formative Assessment via CLPL from Shirley Clarke   * **4 online training sessions, shared with Townhead and St Kevin’s Primaries - £1000 per school** | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| 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) |  |  |
| Pupils ability in both reading fluency and comprehension will improve and show an increased improvement of 10%, as a minimum  Pupils’ range of language will be extended, which in turn will support the development of literacy skills in reading, writing and talking  Pupils’ fluency and comprehension will be further developed across all stages    Knowledge of comprehension strategies will be revisited and consolidated to raise pupil awareness and encourage the use of an increased number of strategies  Pupils will be encouraged to read more for pleasure in a bid to reinforce basic reading skills, whilst also promoting reading as a leisure pursuit  Pupil skills and confidence linked to engagement in the writing process will be enhanced and further improved – see link  Essential skills linked to pupils’ ability to write, such as handwriting, spelling and grammar will receive increased attention to allow pupils to focus more on composition of writing.  Revisiting and consolidation of formative assessment practices will ensure greater accuracy in identifying and targeting pupil development needs and promote improved attainment | **Develop Pupils’ Language Capabilities**  Enhance pupil vocabulary via the implementation of Language Land and Colourful Semantics  Provide enriched opportunities for talking and listening within all stages e.g. via specific programmes, collaborative learning, quality dialogue, purposeful play, outdoor learning etc.  Involvement of specialist services, where appropriate – Speech and Language Therapists, Educational Psychologist etc.  Increased focus on regular talking and listening opportunities  **Support Pupils to Develop as Fluent, Capable Readers**  Ensure guided reading is evident in all stages  Provide modelling of fluent reading by teachers, adults and senior pupils  Ensure opportunities for repeated reading of texts  Senior pupils to work alongside infant pupils, on a range of reading activities  Homework Club to be offered to pupils to further enhance literacy skills  Pupils who require further development of foundational skills such as decoding, supported via Read, Write Inc. 4x per week (Junior and Senior Departments)  Class based, literacy target groups identified for additional support/further differentiation  Appropriately allocated book banded reading material evident, based on assessment information  Involvement of Cluster Support Staff, Literacy Support staff  Use of interventions such as Rainbow Reading  **Ensure Knowledge of Comprehension Strategies**  Teach/ revisit and model comprehension strategies  Comprehension strategies displayed in classes, for reference  Ensure reciprocal methodology leading to enhanced comprehension, is evident in junior and senior stages  Literacy Box implemented in relevant stages  Weekly taught comprehension lesson from P4-7  Appropriately challenging texts, for age and stage of development, in evidence, based on data and assessment information  Blooms Taxonomy revisited/consolidated and reference tool provided for staff  Blooms Taxonomy Classroom posters on display in all bases  **Promoting a Reading Culture**  Termly class novels/ stories selected and regularly read for pleasure in all stages, with an emphasis on pupil choice  Participation in Authors’ Live events  Twice yearly book fairs to promote reading for enjoyment  Class libraries updated regularly  Book readings/ book recommendations during assemblies  Story Sacks containing sets of books issued fortnightly to infant pupils  Involvement in and promotion of World Book Day  Books provided as special rewards, infant Christmas gifts etc.  Reading display created to promote reading for pleasure  Engagement with Scottish Book Trust, ‘Becoming a Reading School,’ initiative  Reading lending library established with Library Monitors  **Modelling and Support Relating to Writing Strategies**  Reintroduction of NLC Writing Programme  Involvement of pedagogy team to consolidate staff knowledge and skills  Increased provision of opportunities for writing across the curriculum, for a variety of purposes and to a variety of audiences  Literacy starter task in evidence in all stages  Additional adult support provided in all stages during taught writing lessons  Coverage of a range of writing genre, linked appropriately to school events, seasonal activities, news stories, IDL etc.  **Further Development of Pupils’ Transcription and Sentence Construction**  Increased emphasis on the development of handwriting skills to allow focus on composition, via weekly handwriting lesson  Weekly taught grammar lesson in P3-7, with related follow up activities  Further development of spelling through the explicit teaching of phonic/spelling rules, by identification of regular spelling errors and via opportunities for practice including digital  Introduction of Clicker 8 to support sentence/story construction, where appropriate  Increased use of digital programmes to improve basic literacy skills e.g. Doorway on Line, Touchtronics etc.  **Targeting Teaching and Accurate Assessment of Pupil Needs**  Literacy target setting evident in all stages, updated termly or earlier, as appropriate  Formative Assessment professional learning revisited/accessed – Shirley Clark online sessions x4  Consolidation and consistency of Formative Assessment within classroom practice  Continued, regular use of key assessment information e.g. PIPS+, Benchmarking, CEM, Suffolk, SNSA etc.  Involvement of pedagogy team to ensure good practice relating to the teaching of literacy  Classroom visits by colleagues and SMT to highlight and share good practice  Promotion of a positive mind-set and a ‘can do’ attitude  Co-operative learning, mixed ability groupings evident | | Yarc Assessment results – identified pupils  PIPS+ follow up results  CEM Assessment results – P3,5 and 7  Ongoing daily class assessment information  Class visits/observations  Evidence of vocabulary used in pieces of spoken and written language  Forward Plan monitoring and discussions with staff  Tracking and monitoring information  Ongoing results from talking/listening activities  Recommendations/ reports from associated professionals  Use of CEM Assessment information at P3,5 and 7  Yarc Assessment results  Suffolk Reading Assessment results P3-7  Class observations  Literacy Target Group, ongoing assessment  Read, Write, Inc. progress tracked and monitored  Active Literacy assessment information  Book Banding results, differentiated reading groupings/books  Forward Plan discussions  Tracking and monitoring meetings  Programmes of work/assessment information from Cluster Support Staff/Literacy Support Staff  Engagement levels in parental information sessions and workshops  Class visits  Increased confidence/ ability implementing reciprocal methodology  Comprehension strategies displayed in classes  Enhanced teacher questioning evident during class visits  Blooms Taxonomy necklaces distributed and in use across all stages – evident during class visits  Forward Plans  Professional Dialogue  Class novels/regular stories evident in all stages  Forward Plans  Class visits,  Pupil book reviews  Weekly timetables – Authors’ Live events as and when available, pupil views  Book Fair orders, pupil book reviews/recommendations  Book Fair commission orders  Story Sack records, parental surveys, pupil, parent/carer reviews  World Book Day related activities  Increased progress to achieving ‘Reading School’ status, via completion of action plan activities – see Reading School Action Plan  Library records  Staff training accessed via Active Literacy Base linked to the teaching of writing  Staff questionnaire relating to pedagogy team training  Evidence of development within pieces of pupils’ writing  Class visits  Teacher discussions  Writing wall displays  Jotter monitoring  Tracking and monitoring discussions  Learning conversations  Jotter monitoring  Class visits  Evaluation of Clicker 8 impact on pupils’ ability to write with greater independence  Tracking and Monitoring discussions  Professional dialogue  Pupil target setting information linked to Literacy development  Peer/self-assessment comments  Teacher/pupil learning conversations  Target setting displays evident in all stages  Learning intentions and success criteria evident in jotters  Formative comments guiding next steps evident in jotters  Peer and self-assessment in evidence during class visits  Professional Dialogue  Staff/pupil questionnaires  PASS assessment results  Class groupings  Records of learning conversations | PIPS+ Baseline was administered to P1 pupils and ensured early identification of those pupils who may require additional challenge or support. Yarc assessments were administered to identified pupils to establish a baseline in reading and a follow up assessment was administered to highlight progress following a 6 week intervention block of ‘Read, Write, Inc.’ Speech and Language visited to deliver training to staff linked to the resource, ‘Language Land,’ with a view to implementation. Listening and Talking activities are now more regularly a focus in all stages. Requests for Assistance have been forwarded to Educational Psychology to help identify areas of pupil need and to ensure appropriate support. Class visits, focusing on the delivery of Literacy have taken place this term and also an updated digital forward planning format has been implemented this session. Through assemblies, pupils have become more aware of how to be a successful learner through the introduction of ‘Learning Super Powers.’ Termly data is currently being recorded to track and monitor pupil progress.  Yarc Assessment results have highlighted progress in pupil fluency and comprehension. Senior pupils have begun to work alongside infant pupils on Literacy tasks, supporting them once per week. Staff have been made aware of the benefits of reciprocal reading and have been implementing this more regularly in classes. An additional support group have benefited from a six week block of ‘Read, Write, Inc.’ intervention and progress has been evident via assessment results. Cluster Support staff and Literacy Support staff have both worked with identified pupils/groups to address areas of challenge and provide appropriate support.  Comprehension strategies are now displayed in classes as an ‘aide memoire.’ The use of reciprocal methodology will support the development of comprehension through increased pupil engagement and focus via allocated pupil roles, during reading sessions. Blooms necklaces have been distributed to all staff to ensure appropriate levels of questioning.  All classes have engaged in regular reading for pleasure, via class novels or regular story books in the infant department. All stages have enjoyed an Authors’ Live event. A book fair was held to encourage reading for pleasure and books to supplement class libraries were purchased with the commission. Also, a lending library has been created to provide free access to books for pupils in P1-7. Pupils in Primary One have been regularly issued with Story Sacks for home use (3 books around a theme), with a view to extending this to include pupils in Primary Two. Bargeddie Primary has registered with the Scottish Book Trust, ‘Reading School’ initiative and is working to meet the award requirements. A Reading Wall display has been created to highlight recommended reading material. |  |
| **Final evaluation:** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going ot change? For whom? By how much? By When? | | The curriculum will be further improved and made more relevant, through an increased focus on sustainability, which will impact positively on pupils, by developing responsible, compassionate attitudes linked to a range of current issues, thereby encouraging global citizenship. |
| Person(s) Responsible  Who will be leading the improvement? | **All class teachers will contribute as they have adopted specific areas of responsibility, which are included in this priority. H.T and P.T. will oversee developments.** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2, 3, 4** | | **NIF Driver: 1, 2, 4, 5** | | | |
| **NLC Priority: 2, 3, 4, 5** | | **QI: 1.2, 1.3, 2.2, 2.3, 2.7** | | | |
| **PEF Intervention: 2, 3, 5, 8, 9, 10, 11** | | **Developing in Faith/UNCRC: 2, 4, 12,13, 14, 28, 29, 42** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.  .**Please see below** | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  Sustainability and the various different aspects of this have been identified as areas for increased focus. Following the COP26 conference, the ongoing climate crisis and the key issues which have emerged following the Covid pandemic such as worldwide inequality, poverty etc. we felt that it was important for pupils to develop a greater understanding of this particular area of learning, if they are to develop into responsible global citizens of the future. Although there is already evidence of good practice within our school relating to Sustainability, we felt it was necessary to further develop our practice to cover a wider range of topics, in more depth and with greater progression. | | | | | |
| **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**.  **PEF FUNDED APPROXIMATE COSTS, NOTED BELOW**  Outdoor Activity Week for Primary Seven pupils at Strathclyde Park– December 2022   * **£1200**   Outdoor Learning CLPL delivered by Love Outdoor Learning, shared with St Kevin’s Primary   * **£1000** | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| 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) |  |  |
| **Outdoor Learning**  Pupils will be provided with an increased number of regular, outdoor learning experiences, to enhance class based learning and improve health and wellbeing. | **Outdoor Learning**  Access to further Outdoor Learning CLPL for staff – ‘Love Outdoor Learning’ and ‘Learning through Landscapes.’  Increased outdoor learning opportunities in all stages, linked to a wider range of curricular areas  Participation in John Muir Award for senior pupils  P7 Outdoor Activity Week – Strathclyde Park, December 2022  Weekly outdoor P.E./ Health Week  OHSL clubs and activities | | Staff and pupil questionnaires  Forward Plans  Twitter entries  John Muir Award pupil activities  Outdoor Activity Week programme  Bikeability progress/certificates  Timetabled outdoor P.E. sessions and related sports activities, as available  Renewal of Sport Scotland Gold Award  Homework activities | Staff have engaged in training relating to the development of knowledge and skills linked to outdoor learning. Through knowledge gained and increased access to a range of outdoor learning activities, staff confidence has grown and outdoor learning features more regularly. Senior pupils have begun their engagement with the John Muir Award and are aiming to achieve recognition by summer 2023. A range of OHSL has been offered which includes outdoor activities e.g. football. All pupils participate in two hours of P.E. each week, with one session being outdoors. |  |
| **Children’s Rights**  Pupils will engage in democratic processes and contribute to their local communities, nationally and internationally  Pupil knowledge of global goals, will be enhanced, with the aim of raising awareness linked to poverty, protecting the planet and ensuring that all people live in peace and prosperity | **Children’s Rights**  Involvement in the following –  Applying and interviewing for roles of responsibility within school  Voting for chosen candidates  Roles of responsibility allocated within classes  Opportunities for community engagement/links e.g. joint campus school, associated secondary, cluster primaries, Christmas Fair, Christmas Show, visits to local residential home, links with local businesses, involvement with Lanarkshire Health and Food Partnership, association with local church etc.  Increased opportunities for pupil voice e.g. pupil version HGIOS led by House Captains  Activities relating to Gold RRS Award submission - see Gold Action Plan  Participation in charity initiatives e.g.  local foodbank collection, Red Nose Day, ‘Show Racism the Red Card,’ etc.  Global campaigns, as appropriate e.g. Ukraine Appeal etc. | | Completed pupil application forms  Pupil interview proforma  Pupil led groups/ committees minutes of meetings/ planned activities  Class roles of responsibility displayed  Communication File, letters, Groupcall alerts  Pupil questionnaires  Gold RRS submission and related activities  Charity campaigns/ levels of community involvement | Senior pupils submitted application forms for roles of responsibility within our school. This was followed by a mock interview to provide pupils with an awareness of the skills necessary, for the world of work. Following this process, several roles of responsibility were awarded to senior pupils to ensure their contribution to school life. P6 and P7 pupils have almost completed a 12 week block of swimming and sport instruction Senior pupils have been trained as Junior Sports’ Leaders. Other pupils have contributed to committees. Within other stages, pupil roles of responsibility within classes have been allocated weekly. During assemblies, House Captains have gathered the views of their house members on aspects of our School Improvement Plan. This session the local Fire Brigade has visited to provide a talk linked to Bonfire Night safety. We have participated in local sporting festivals and have taken part in cluster transition activities. Our new, local Police Officers have visited classes to be introduced to the children and are booked to speak about their job role at a school assembly. |  |
| **Equality and Diversity**  Pupils will be provided with information and opportunities to learn more about the range of aspects linked to equality and diversity and be increasingly able to use this knowledge to promote and maintain positive relationships with others | **Equality and Diversity**  Pupil ‘Equality and Diversity Champions,’ identified  Participation in, ‘Show Racism the Red Card’ campaign  CLPL linked to LGBT accessed  Participation in activities to promote LGBT good practice e.g. children’s rights, anti-bullying, celebrating difference, promoting positive behaviour, culture of mutual respect, pupil voice, inclusive reading material etc.  Participation in Anti-Bullying Week  Participation in Cyber Awareness Month  Focus on other world religions and celebration of related festivals e.g. Chinese New Year, Diwali etc. | | Pupil led presentations at assemblies  Forward Plans  Class visits  Pupil conversations  ‘Show Racism the Red Card,’ entries/ classroom activities  Wear Red themed day and related activities  Wall displays  Programmes of study  Improved pupil relationships showing increased consideration for others |  |  |
| **ECO**  Pupil awareness on a arrange of Eco related issues will be heightened to encourage the development of positive, pupil attitudes and responsible global citizens of the future | **ECO**  Eco Committee appointed  Continuation of Eco activities across all stages, as noted below -  Pupil involvement in ‘Keep Bargeddie Tidy’ initiative – litter picking  Litter picking around school grounds  Promotion to encourage a reduction in the use of plastics in packed lunches  Development of our school garden to encourage biodiversity  Energy Monitors appointed to encourage a reduction in energy usage  Participation in Earth Hour  Promotion of active travel to school  Involvement in Sustrans Travel Survey  Implementation of themed IDL topics specifically linked to learning for sustainability across all stages. | | Eco committee agendas and minutes of meetings  Timetabled initiatives and levels of pupil engagement monitored  Litter graphs to highlight types of litter collected and to measure improvement  Eco audit of practice  Sustrans Survey results before and after Active Travel promotion  Pupil questionnaires to monitor engagement and learning linked to IDL  Forward Plans  Professional Dialogue  Wall displays |  |  |
| **Developing the Young Workforce**  Pupils will develop greater understanding of enterprise, entrepreneurship and self-employment as career opportunities and develop an awareness of how their particular skills, qualities and current learning relate to future job prospects | Awareness raising of ‘People who help us,’ in the infant department  Roles of responsibility allocated both within and out with classes  Responsibility groups and committees actively working towards specific goals e.g. RRS Gold Award, Sport Scotland Gold Award renewal etc.  Pupil led presentations e.g. Sways, Powerpoints etc. delivered in classes and at assemblies  Engagement with,’ My World of Work,’ online resource  Awareness raising and promotion of mutual respect and equality of opportunity across genders, social backgrounds, disabilities, ethnicities, sexual orientation and religions.  Promotion and recognition of personal learning and wider achievements  Promotion of links with local businesses and with a range of trades/ professions, leading to increased parental involvement. | | Class job rotas in evidence  Roles of responsibility, application forms and minutes of committee/group meetings  Progress towards recognised action plans/ awards  Pupil presentations at assemblies and in classes  Jotter monitoring  Wall displays  Records of wider achievements  Celebrating success entries – Twitter, website  Communication/ links with local trades/parents/carers to raise awareness of the range of career options | HT attended a recent DYW conference, which provided networking opportunities. Local Police Officers are booked to visit a school assembly to talk about their job role and the skills required. Future visits from other professions/trades is planned. |  |
| **Pupil Empowerment**  Pupils will become increasingly empowered to take a full and active part in the life and work of the school, develop a greater sense of ownership and become effective contributors across a range of areas. | **Pupil Empowerment**  Roles of responsibility both within classes and within school e.g. House Captains, buddies, monitors etc.  Pupil led assemblies and presentations  HGIOS Pupil Version and related activities  OHSL activities based on pupil interests  Questionnaires, online forms to gauge pupil views  Pupil voice within School Improvement Plan  PASS (Pupil Attitudes to Self and School) Health and Wellbeing Assessments  What I Think Tool  Outcome Star discussions  Pupil initiated campaigns e.g. Ukraine Appeal  Young Sports’ Leaders | | Pupil roles of responsibility within classes and within school allocated  Senior buddies allocated and supportive of younger pupils  Senior reading partners working with younger pupils  Digital Champions supporting classes with digital learning activities  Assembly activities/ gathering pupil views etc. led by House Captains  PASS Assessment results followed by ‘What I Think’ or Outcome Star interviews  Pupil views linked to School Improvement Plan recorded  Senior pupils leading Sports’ activities following appropriate training | Pupils are empowered to help lead school developments. ‘House Captains’ have been allocated following application forms and interviews at the senior stages. Other responsibilities have been allocated after completion of application forms e.g. Digital Champions, Equality and Diversity Champions etc. Young Sports’ Leaders have received training to enable them to lead sporting activities for younger pupils. All pupils have completed PASS(Pupil Attitudes to Self and School) Assessments to gauge welling. Follow up, ‘What I Think’ discussions have taken place to ensure appropriate support. During assemblies all pupils have had opportunities to contribute to our School Improvement Plan and suggest activities to help further improve. OHSL clubs and activities have been arranged based on a survey of pupil interests. |  |
| **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** | **EVALUATION CHECKPOINT 2** |
| 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) |  |  |
|  |  | |  |  |  |
| **Final evaluation:** | | | | | |

**PEF ALLOCATION: £ 25,725 towards reducing poverty related attainment gap of 23%, supplemented by savings from session 2021-22**

**SAC RESOURCE:**

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**EQUITY PLAN 2022-23**

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| **Rationale for EQUITY plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing 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 1**  Yes    Yes  Yes        Yes  Yes  Yes  **Priority 2**  Yes  Yes | **Priority 1 – Approximate costings**  Price matched Probationer –  £27 000  Story Sacks - £2000  ICT Hardware – £4190  Literacy professional learning and development for staff – Active Literacy training courses in addition to pedagogy team involvement – £1400    Pupil access to authors/author events - £800  Online Formative Assessment training sessions x4, shared with Townhead and St Kevin’s Primaries - £1000  **Priority 2 – Approximate costings**  P7 Outdoor Activity Week – Strathclyde Park, December 2022 - £1200  Outdoor Learning CLPL delivered by ‘Love Outdoor Learning,’ shared with St Kevin’s Primary - £1000 | **Priority 1**  Pupil attainment in reading and writing will be increased by June 2023 (see link), via an increased focus on pupils within the junior stages, a reintroduction of NLC’s Active Literacy Writing practices, through further emphasis on spelling and grammar skills and through involvement in the Scottish Book Trust, ‘Reading School Initiative.’  **Priority 2**  The curriculum will be further improved and made more relevant, through an increased focus on sustainability, which will impact positively on pupils, by developing responsible, compassionate attitudes linked to a range of current issues, thereby encouraging global citizenship. | **Priority 1**  Combined funds from session 21/22 and 22/23 have been allocated to pay for a Probationer, thereby enhancing our staffing allocation. This in turn, will allow the Principal Teacher to remain mainly non-class committed, which will enable her to focus on additional support for learning groups and individuals mainly from SIMD 1-3 and track and monitor their progress, more effectively. This will also allow an experienced infant practitioner to provide enhanced support to staff working in this department and also support those pupils requiring enhanced nurture. Ultimately, this initiative should lead to the improved attainment of identified groups and individuals and also lead to improved mental wellbeing, as will be evidenced via questionnaire and survey results.  To encourage increased reading for pleasure, enhanced parental involvement and equal opportunity, updated Story Sacks, which contain a variety of fiction and non-fiction books around a theme, will be purchased. This initiative will ensure all pupils have access to quality books, regardless of their financial situation. Encouraging pupils to read more for pleasure and involvement of families should ensure increased reading attainment over time.  To enhance the development of both reading and writing skills, additional ICT hardware will be purchased to enable those pupils in need of support to be able to utilise Clicker 8 and other recommended ICT programmes, more regularly, as part of their daily programme of Literacy activities. Via a variety of digital programmes and interventions and simply by using a computer to word process, pupils will become more proficient in a range of areas e.g. word processing, creating sentences and pieces of writing etc. Ultimately, increased confidence through improved writing and presentation should be evident.  To further develop teacher knowledge, skills and confidence, linked to the teaching of literacy, a range of CLPL will be accessed, as appropriate. Following the training, improvements to teacher knowledge and skills should impact positively on Literacy attainment.  To promote both reading and writing within our school, funds will be allocated to facilitate author visits and to access ‘Authors’ Live’ events. Pupils will be enthused and eager to develop their own skills, following author input and increased motivation and engagement will lead to improvements in practice.  To update/enhance teacher knowledge and skills linked to Formative Assessment and to ensure consistency of practice, CLPL from Shirley Clarke has been arranged. Revisiting AiFL strategies and ensuring consistency across the school will lead to improvements in teaching and learning and ultimately in pupil attainment results.  **Priority 2**  To provide pupils with an opportunity to develop a range of skills via participation in an outdoor activity week. The fundamental idea being to promote achievement in a different context, develop a positive ‘can do’ mind-set, ultimately in a bid to raise attainment in other curricular areas. Also the outdoor activity week will have positive  Training will be provided to ensure all staff members have the necessary knowledge, skills and confidence to deliver quality, outdoor learning opportunities for pupils | Results from ongoing class based assessments and also periodic assessments throughout the session  e.g. Yark, CEM, Suffolk, SNSA etc.  Pieces of pupils writing, covering a range of genres  Tracking and Monitoring data  Literacy tracker  Questionnaire and survey results  Parent/carer and pupil questionnaires  Pupil discussions  Records of pupils utilising digital programmes to support aspects of their learning  Difficulty levels of programmes  Assessment results, within programmes  Pupil surveys  Professional dialogue  Teacher questionnaires  Survey pupil views  Changes to classroom practice identified  Consistency of practice across the school  Jotter monitoring  Class visits/ peer visits  Writing displays  Pupil evaluations of activity week experience  Evidence of newly acquired skills e.g. Bikeability certification  Gauge staff confidence levels following training – online form  Lesson observations  Gather pupil views |

**EQUITY CHECKPOINT 1: JANUARY 2023**

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| **Priority** | **What is going well? (Impact)** | **How do you know?**(**Evidence**) | **Describe any changes you have made/will make to your Equity plan** | **Support required? Next steps** |
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**EQUITY CHECKPOINT 2: MAY 2023**

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| **Priority** | **What is going well? (Impact)** | **How do you know?**(**Evidence**) | **Describe any changes you have made/will make to your Equity plan** | **Support required? Next steps** |
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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. | | |