

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2024-25**

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| **School:** | Calderbrdge PS and NC |
| **Cluster:** | Coltness |
| **Head Teacher:** | Diana Osborne |

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| Improvement Plan Summary |
| Cluster Priority: | **To better understand our individual family’s needs and provide effective interventions which will improve families' circumstances. We will work with partners to help parents minimise financial hardship to ensure all children are not at risk of missing learning experiences session 2024/2025.**  |
| School Priority 1: | Learners will make very good progress from their prior writing attainment. All staff will provide children with regular opportunities to write in a variety of forms, ensuring core and genre target are well met. Attainment will improve for all year groups. |
| School Priority 2: | To develop children’s skills in Digital Literacy. Our curriculum will include digital pathways and a digital environment to facilitate the develop of new skills which will also be explored in the classroom.We are going to increase staff’s confidence in digital pedagogies leading to sustainable change in digital. |
| Nursery Class Priority: | All practitioners will report on children’s progress accurately. Staff will engage in CLPL sessions across the year to improve their approaches to capturing and recording children’s progress and achievements at key points of time. This will improve outcomes for children this session. |

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**School Vision and Values**


Our Core Values are to be Ready, Respectful and Safe!

**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)**

Focus group parents, pupils, and staff evaluating progress and informing new priorities

Priorities shared with pupils and families at assembly and school newsletter. Views with be gathered from all partners as we progress through the year when we report on progress and measure impact.

**2024-25 Improvement Plan**

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| Cluster Priority: Long Term OutcomeWhat do you hope to achieve? What is going to change? For whom? By how much? By When? | **To better understand our individual family’s needs and provide effective interventions which will improve families' circumstances. We will work with partners to help parents minimise financial hardship to ensure all children are not at risk of missing learning experiences session 2024/2025.**  |
| Person(s) Responsible Who will be leading the improvement? | **Diana Osborne** |

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| **(Please insert the relevant information below using the codes above)** |
| **NIF Priority: 2** | **NIF Driver:1,2,3,5,6** |
| **NLC Priority:5** | **QI:** |
| **PEF Intervention: 1,2,6,7,10,12** | **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 a priority? What data did you have to support this? **Some families within our communities living standards have been adversely impacted by the cost-of-living crisis. More families are seeking financial support this session to feed their household, to cloth their children, to provide gifts at Christmas and to allow their children to participate in school outings. Research shows that stress of low income and/or debt harms people's health and support is required to empower families to apply for benefits; manage their bills and expenses and seek employment where appropriate.** |
| **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) |  |  |
| Cluster leaders will understand individual family needs and identify families who require support | Seek the views of families within the community who require targeted support to overcome financial hardship | Parents/CarersMicrosoft form pre and post intervention |  |  |
| Children’s wellbeing will improve as the chance of missing out is reduced | Raise staff awareness of who is impacted by the cost of living crisis and who requires support. All staff will monitor children who are at risk of missing out and communicate with SLT to prevent  | StaffEngagement in awareness raising sessionFeedback from focus groupsPupilsTracking system updated and monitoredParentsTarget group data tracked |  |  |
| Engagement in all experiences improve for all learners | Create an events calendar to track what monies are being requested from families and to prepare/support families for costs out with their means | StaffViews of regular events to create calendar and evaluate impact of eventParentsFocus group on number, type, cost of events. What is working well |  |  |
| Families' views are sought which will improve chances of engagement | Seek the views of targeted families to inform planning of family learning  | ParentsPre and post surveyMinutes of meetings |  |  |
| Children’s life chances will improve as families will receive the right support at the right time | Make connections with partners who can provide financial assistance and support to families including the 3rd sector who can provide employment opportunities for families who are seeking work | PartnersLoan of supportData of engagementMinutes of meeting |  |  |
| Families' wellbeing will improve  | Provide a safe space for families to learn together, from each other. | Parents/CarersAttendance,Engagement dataMinutes of parental conversations to inform future learning opportunities |  |  |
| **Final evaluation (for submission):** |

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| Priority 1: Long Term OutcomeWhat do you hope to achieve? What is going to change? For whom? By how much? By When? | **Learners will make very good progress from their prior writing attainment. All staff will provide children with regular opportunities to write in a variety of forms, ensuring core and genre target are well met.**  |
| Person(s) Responsible Who will be leading the improvement? | **Laura Livingstone** |

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| **(Please insert the relevant information below using the codes above)** |
| **NIF Priority: 3 and 5** | **NIF Driver: 1, 2, 3, 4 5 and 6** |
| **NLC Priority: 1 and 2** | **QI:** |
| **PEF Intervention:4, 5, 6, 7, 11 and 12** | **Developing in Faith/UNCRC : 3 and 29** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:PEF  |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this? **Quality assurance activities highlighted a need for more consistent approach in the range of activities children are provided with. All children should experience writing actives which are varied, differentiated, active and provide support and challenge**.  |
| **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 PT lead change and monitor impact across the school; with a particular focus on P4 and P5 writing.** |
| **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) |  |  |
| Learning experiences will be matched to all individual children’s ability levels | Ensure all staff are data informed, sound knowledge and understanding of children’s current attainment level to allow staff to plan learning effectively. | Staff Create new groupings and record within target setting template.Planning will demonstrate understanding of current attainment levels and these being used to inform next steps. |  |  |
| Children will know their targets and be provided with learning experiences to achieve them | Refresh core, genre targets which include T4W toolkit. This will improve class teachers understanding of standards and be clear in what is expected from all learners | Staff/PupilsTarget sheets will be stapled in jotters and next steps will link to SC and be actioned with new learning |  |  |
| Learners will develop skills in writing across all genres and will make progress against their prior levels of attainment | Introduce literacy year plan to reinforce the importance of a consistent balanced approach in the learning and teaching of literacy and provide guidance to what this looks like at Calderbridge. | StaffPlanning will show a balance of all genres across the year at every stage.StaffJotter monitoring will show progress between cold and hot tasks and through blocks of learning. |  |  |
| Learners will receive high quality learning experiences | Regular informal learning walks with a monthly focus on learning, teaching and assessment | StaffData gathered through observation of monthly focus. |  |  |
| Improve learning and teaching of non-fiction writing for all teachers | Non-fiction writing training events led by PEF PT will improve the quality of learning, teaching and assessment | StaffQuality assurance learning visits will mark an improvement in the learning & teaching of non-fiction writing.Staff/PupilsLearning conversations will mark an improvement in pupils’ knowledge and understanding. |  |  |
| Improve learning and teaching of non- fiction writing for all teachers and pupils. | SLT and Peer learning visits | StaffPeer learning visit feedback will show teachers observing good practice and identifying areas to help improve their own practice.  |  |  |
| Teacher’s will make accurate valid and reliable decisions on learners’ progress towards, and achievement of a level. | To improve practitioners understanding of moderation through writing. Staff will continue to work with colleagues across the cluster. | Staff/PartnersSurveys will show that understanding of progress towards, and achievement of a level in writing has improved.StaffProgress and Target Setting meetings will show teachers having increased confidence in the accuracy of professional judgement. |  |  |
| **Final evaluation (for submission):** |

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| Priority 2: Long Term OutcomeWhat do you hope to achieve? What is going to change? For whom? By how much? By When? | To develop children’s skills in Digital Literacy. Our curriculum will include digital pathways and a digital environment to facilitate the develop of new skills which will also be explored in the classroom. We are going to increase staff’s confidence in digital pedagogies leading to sustainable change in digital Literacy by May 2025. |
| Person(s) Responsible Who will be leading the improvement? | **PT Pamela Cairney and Digital Working Party** |

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| **(Please insert the relevant information below using the codes above)** |
| **NIF Priority: 4** | **NIF Driver: 2, 4** |
| **NLC Priority:5, 8** | **QI: 1.1, 1.2, 1.3, 2.2, 2.3, 2.5** |
| **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?Last session the new NL Computing Science pathways were introduced with great success, and we will embed this further across the curriculum. Medium term plans, staff evaluations and discussions during staff meetings have identified that many aspects of the Digital Literacy curriculum are not being explicitly taught. We will improve our children’s skills in Digital Literacy by increasing staff’s confidence in digital pedagogies and the teaching and learning of Digital Literacy. This session we will extend our knowledge and understanding of all digital pathways to increase staff’s confidence, improve our digital curriculum and develop our children’s skills in Digital Literacy and Computing Science. |
| **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**.Devices |
| **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) |  |  |
| Learners will extend their Computing Science skills through Cross curricular learning. | Teaching staff will plan for Computing science skills through other curricular areas e.g. IDL topics. The working party will research and trials the most effective ways to show where digital is planned for in other curricular areas. | StaffMinutes of meetings Medium term planners |  |  |
| Children will receive improved learning and teaching experiences as all staff will be provided with professional learning activities to teach digital literacy effectively. | Teaching staff will complete a survey which will identify and evaluate their confidence and skill in teaching digital literacy. The Digital Working party will complete the digital self-evaluation toolkit. All data collected will be used to inform next steps and a CLPL training schedule will be agreed (including in class training, peer observations etc) | StaffSurvey data. (beg/mid/end)Digital self-evaluation toolkit.CLPL training schedule. |  |  |
| Learners will develop their digital skillset as the curriculum has been refreshed in line with current education thinking. Staff will work with the digital team to improve creative and innovative approaches to digital learning and teaching. | The PT and working party will research current digital pedagogies and plan for the teaching and learning of the skills of digital literacy and through other curricular areas. We will build on our current effective partnerships (including the Digital Pedagogy Team and 3Discovery Team) to enhance the teaching and learning of digital literacy. Or current progressive programme of work will be evaluated and adapted to the needs of our learners. High quality teaching and learning of digital literacy and will be planned for using the NL pathways. This will include model lesson and team teaching. Opportunities for children to extend their digital skills will be planned for through other areas of the curriculum. | StaffMinutes of meeting.Calderbridge Programme of work.Draft digital policy.Focused observations Medium Term PlannersPupilsLearning conversationsChildren views/discussion with digital leaders. |  |  |
| Involve parents?Learners will be empowered to champion digital literacy in our community. | Parents/carers will be supported to actively and meaningfully engage in their children’s learning and life at school. PT and digital leaders will build on current effective partnerships to enhance the digital skillset of our parents. This will enable our parents/carers to be more confident in preparing our learners for the future of life and work.  | ParentsParent workshop planningPupilsDigital leaders training sessions |  |  |
| Learners will be empowered to champion digital literacy and computing science within our school. | PT and digital working party to familiarise self with digital award scheme and create plan toward achieving. All digital leaders will plan for improvements in the learning and teaching of digital literacy and computing science and our digital journey. | StaffMinutes of meeting.Digital Award plan. |  |  |
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| **Final evaluation (for submission):** |

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| Priority 3: Long Term OutcomeWhat do you hope to achieve? What is going to change? For whom? By how much? By When? | **All practitioners will report on children’s progress accurately. Staff will engage in CLPL sessions across the year to improve their approaches to capturing and recording children’s progress and achievements at key points of time. This will improve outcomes for children this session.** |
| Person(s) Responsible Who will be leading the improvement? | **Jill Dowson** |

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| **(Please insert the relevant information below using the codes above)** |
| **NIF Priority: 3, 5** | **NIF Driver: 4, 5** |
| **NLC Priority: 1, 2, 5** | **QI: 1.1, 1.2, 1.4, 2.3, 2.4** |
| **PEF Intervention: 4, 5** | **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 priority? What data did you have to support this?Staff have identified assessment is an area to develop Last session the new NL pathways for Literacy, Numeracy and Digital Literacy were introduced with great success, and we will embed these further in the new session.A new online Planning tool was also introduced as a means of recording. Medium term plans, staff evaluations, Pre/Post learning visit discussions have identified that a consistent approach is required. We will further improve our children’s skills in Literacy and Numeracy by increasing staff’s confidence, knowledge and understanding of assessment to increase accuracy in their professional judgements. |
| **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) |  |  |
| Children can talk about their learning and achievements with practitioners and peers. | Staff will carry out regular learner conversations. Children will be involved in the assessment of learning, where they will demonstrate their new learning and know their next steps | *Staff**Learner Conversation Proformas**Children**Learning groups will be created* |  |  |
| Learners will make continuous progress | Staff will further develop their skills in using a range of formative and summative assessment strategies to build up an accurate picture of strengths, gaps and areas for further development. This will include high quality assessments | *Staff**Pre/Post Training audit**SLT and Peer Learning Visits**Teaching talk/SCERTS**Children**Progress in pathways**Learning Journals* |  |  |
| Learning experiences for children will be pitched at the right level | Staff will be involved in the creation of the assessment strategy and use assessment information effectively to plan high quality learning experiences for all children. | *Staff**SLT monitor and review planning**Children**Informal learning walks**SLT Learning visits* |  |  |
| Learner's progress will captured at key moments and shared with families  | Staff will explore different ways of gathering information on children’s progress aiming to improve the quality of observations during everyday activities and interactions. | *Staff**Audit**Assessment Strategy**Children**Recording views on learning and progress**Parents**Progress meetings**Personal Plans* |  |  |
| Children’s progress will be monitored regularly ensuring no-one is at risk of missing out | DHT will provide staff with opportunities to track and monitor children’s progress is well-understood and used effectively to secure improved outcomes for all children. | *Staff**Target setting and monitoring meetings**GIRFME Plans**Targeted interventions data**Children**Learning Journals* |  |  |
| Children’s progress will be reported accurately allowing parents to better support their child development | Develop staff confidence in assessment through a mentoring and coaching approach to improve practitioners' judgements about children’s progress and respond quickly to ensure learning opportunities meet the needs of individuals | *Staff**Assessment Strategy**SLT and Peer learning visits**Minutes of meetings**Children**Parents**Minutes of meetings**Personal Plans* |  |  |
| **Final evaluation (for submission):** |

**PEF ALLOCATION: £**

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**EQUITY PLAN 2024-25**

*(Internal recording; random sampling of PEF/Equity Plans*

*will continue throughout the session).*

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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. |
| **1**       Cluster          1 and 2                                  | PEF PT Funding 1FTE         PEF Funding match school and service 1FTE       PEF Funding match school and service 1FTE                              |  Laura Livingstone, to raise attainment in writing across the school         Susan Ireland, CT responsibility for P4 Carrier Leiper, CT responsibility for P6               | PT will drive forward change in the learning and teaching of writing and lead the staff in raising attainment for all. LL will support our most vulnerable learners through targeted support in partnership with parents and partners. LL will mentor staff in improving learning and teaching of literacy across the school and nursery. To release Wendy Todd, who will provide social, emotional, and mental wellbeing support to children who are at risk of not achieving their potential through The COSY COVE (nurture base) 7 individual/groups can be supported daily. HWB hub is an intervention which is measured at regular intervals. HT and nurture teacher work in partnership with planning support.     Release PTs class commitment. Increase management capacity to lead change across the school and nursery, work in partnership with parents and agencies in improving outcomes for all.         | Pre and Post staff questionnairesStaff participationAttainment, attendance, engagement data pre and post.Working party minutesPRDGIRFEC data Wellbeing assessmentsLearners' conversationsQualitive assurance activitiesAIR and AIPData trendsAttainment gap measured |

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 childArticle 2 - non-discriminationArticle 3 - best interests of the childArticle 4 - implementation of the ConventionArticle 5 - parental guidance and child's evolving capacitiesArticle 6 - life, survival and developmentArticle 7 - birth registration, name, nationality, careArticle 8 - protection and preservation of identityArticle 9 - separation from parentsArticle 10 - family reunificationArticle 11 - abduction and non-return of childrenArticle 12 - respect for the views of the childArticle 13 - freedom of expressionArticle 14 - freedom of thought, belief and religionArticle 15 - freedom of associationArticle 16 - right to privacy                                 Article 17 - access to information from the mediaArticle 18 - parental responsibilities and state assistanceArticle 19 - protection from violence, abuse and neglectArticle 20 - children unable to live with their familyArticle 21 – adoptionArticle 22 - refugee childrenArticle 23 - children with a disabilityArticle 24 - health and health servicesArticle 25 - review of treatment in careArticle 26 - social securityArticle 27 - adequate standard of livingArticle 28 - right to educationArticle 29 - goals of educationArticle 30 - children from minority or indigenous groupsArticle 31 - leisure, play and cultureArticle 32 - child labourArticle 33 - drug abuseArticle 34 -sexual exploitationArticle 35 - abduction, sale and traffickingArticle 36 - other forms of exploitationArticle 37 - inhumane treatment and detentionArticle 38 - war and armed conflictsArticle 39 - recovery from trauma and reintegrationArticle 40 - juvenile justiceArticle 41 - respect for higher national standardsArticle 42 - knowledge of rights | 1.1: Self-evaluation for self-improvement1.2: Leadership for learning1.3: Leadership of change1.4: Leadership and management of staff1.5: Management of resources to promote equity2.1: Safeguarding and child protection2.2: Curriculum2.3: Learning teaching and assessment2.4: Personalised support 2.5: Family learning2.6: Transitions2.7: 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 Priorities1. 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
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| **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 Life2. Developing as a community of faith and learning3. Promoting Gospel Values4. Celebrating and Worshiping6. Serving the common good. |