



Driving Equity and Excellence

Improvement Action Plans

Session 2023-24

School:	Calderhead High School
Cluster:	Calderhead High School
Head Teacher:	John Robertson

Improvement Plan Summary	
Cluster Priority:	Improve wellbeing and attainment of target groups of children across the cluster.
School Priority 1:	Improve Pupil Attendance
School Priority 2:	Improve Pupil Learning
School Priority 3:	Improve Curriculum Offer - Senior Phase

Education and Families Priorities



School Vision and Values

Vision	Shotts Schools Transforming Lives
Values	Calderhead CARES
	Community
	Ambition
	Respect
	Equity
	Success

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)

Staff Survey using HMle questions
Parent and Carers Survey using HMle questions
Regular meetings with Pupil Council
Regular meetings with Senior Prefects
Monthly Parent Council meetings
Monthly Cluster meetings with HTs
Family HT meetings
Regular School Representative meetings
Extended Leadership Team Meetings
Weekly Senior Leadership Team Meetings
Pupil Learning focus group
All pupil safeguarding survey
GIRFME reviews
Feedback from parents and carers re course choosing events
Generic email address to contact the school, absence, enquiries.
School Twitter accounts

2023-24 Improvement Plan

Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Improve wellbeing and attainment of target groups of children across the cluster.
Person(s) Responsible Who will be leading the improvement?	Cluster Chair – Pat Kerr CIIL – Gillian Goldie Cluster HTs - John, Robertson, Laura Simpson, Sandra Campbell, Sara Perera, Elspeth McCoull, Isabel McKay

(Please insert the relevant information below using the codes above)				
NIF Priority:	NIF Driver: NIF Driver: 1 – School Leadership			
NLC Priority:	QI: 3.1 Ensuring wellbeing, equality and inclusion			
PEF Intervention:	Developing in Faith/UNCRC: Developing in Faith/UNCRC: 12 – Respect for the views of the child.			
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? Through robust assessment data linked to attainment, health and wellbeing, attendance, exclusion, participation and engagement each school have identified individual children/groups to receive targeted interventions supported by cluster resource allocation.				
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. Cluster Attainment Teacher – Lauren Elder Cluster Resource Teacher – n/a Cluster Support Teacher – Craig Snelling				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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)		
Attendance Pupils whose attendance is 80% or less will increase by at least 5% by the end of May 2024.	From June 2023, identify families whose attendance is 80% or below. Cluster HT's to track individual attendance percentages at key checkpoints. Cluster HT's to develop shared approaches to track and monitoring attendance.	Cluster HT's to meet with individual families in September 2023 to outline expectations and procedures. Checkpoint 1: October 2023 Checkpoint 2: February 2024 Checkpoint 3: May 2024 Shared cluster correspondence and language used with families.		

<p><u>ACEL</u> Increased number of children from identified group remaining on track or becoming on track.</p> <p>The pace of progress of targeted individuals will be increased.</p> <p>Each cluster school to identify target children.</p>	<p>Children who have not achieved their expected level will receive targeted support through Empowering Cluster model from August 2023 to January 2024.</p> <p>Identification of P1 pupils who are 'inconsistent' or 'not on track' will receive targeted support through Empowering Cluster model from January 2024 to May 2024.</p> <p>Cluster Resources – TBC</p>	<p>Individual school data and tracking and monitoring systems.</p> <p>Assessment data</p> <p>Baseline and impact measures across the cluster.</p>		
<p><u>Assessment and Moderation</u> Improve Teacher Professional Judgement and holistic approaches to assessment,</p>	<p>Each cluster establishment to build at least one school and one cluster HQA into Annual Quality Assurance Calendar.</p>	<p>School and cluster moderation paperwork.</p> <p>ACEL data</p> <p>Tracking and monitoring meetings</p>		
<p><u>Transition</u> Following the launch of NLC Transition policy, all children will receive a child-centred transition.</p>	<p>All cluster HT's to follow new NLC transition policy.</p> <p>Consider stage transition, EY to Primary and Primary to Secondary, across/inter-authority transitions.</p>	<p>Consultation with parents and pupils for feedback.</p>		
<p><u>Cluster Partnership Event</u> Promote and share positive relationships, good practice and partnership working between agencies across the cluster.</p>	<p>TBC</p>	<p>TBC</p>		
<p><u>Cluster</u></p>				

<p>Wellbeing Hub Implement a health and wellbeing support programme, delivered from the wellbeing hub, supporting identified pupils across the cluster.</p>	<p>Plan, resources and prepare HWB programme at the start of the term.</p> <p>Run 8-week blocks, 2-days a week, focusing on outdoor learning and developing life skills.</p> <p>VANL providers brought in to deliver targeted support to identified pupils</p>	<p>Pre and post programme self-assessment</p> <p>Pupil journal recording progress</p> <p>VANL funding evaluation paperwork</p>		
<p>Final evaluation:</p>				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Improve Pupil Attendance across all year groups
Person(s) Responsible Who will be leading the improvement?	Monica Darragh, Depute Head

(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 a priority? What data did you have to support this?
Our attendance data for sessions 21/22 and 22/23 were down on pre Covid years. The number of pupil absences in all year groups had increased. We are targeting the reduction of periodic absences and reducing the number of pupils who have persistent long term absence. We will do this by enhancing our positive climate for learning which is achieved through positive relationships and excellent opportunities of pupil achievement.

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)		
Strategies targeted at reducing absence will enhance pupil awareness of the value of being in school and improve pupil attendance across all year groups	<p>Clear focus on use of language Meetings with Parents/carers/pupils will focus on Absence rather than attendance.</p> <p>Update Absence management Procedures Actions expected daily, weekly, and monthly of pupils, House Teachers, Class Teachers, Pupil Support teachers and SLT are clear and carried out consistently across departments and school (displayed in classrooms)</p> <p>Parental/Carer information Each household to receive a letter outlining the impact of covid and the</p>	On going monthly Tracking and monitoring of pupil absence will show improved attendance across all year groups	<p>Monthly meetings with CILL to discuss pupil absence.</p> <p>Updated Absent management procedures completed and given to all staff. All staff are now familiar with the expectations of pupils, House Time teachers, PTPS and SLT.</p> <p>Questionnaire issued to staff to gather evidence to ensure absence management</p>	

	<p>importance of attending school to make up for time lost in lessons. Parents meetings will focus on pupil progress and the number of lessons lost through absence. Parent /Carer and Pupil Information letters distributed outlining up to date pupil absence management procedures.</p> <p>Reporting Absence To enhance parental/career engagement an absence Email address has been created to report pupil absence House time teachers to issue reminder slips to pupils if a note or email has not been received explaining the pupil absence</p> <p>Pupil Absence Meetings Regular meetings with SLT (MD) and CIIL to discuss absence management. Regular meetings with SLT, CIIL, PTPS and parent/carer to discuss supporting pupils back into school.</p>		<p>procedures are carried out more consistently.</p> <p>The importance of attendance at school is highlighted on a regular basis to parents/pupils at each parents meeting and Primary Open evenings. Staff speak to lessons lost through absence at each parental interview.</p> <p>Information leaflets handed out to remind parents of the importance of sending their child to school.</p> <p>More parents are using the email system to contact Pupil Support to report Pupil Absence.</p> <p>Admin Assistant contacts home to enquire after the pupil and to agree a day of return. PTPS pass on names of pupils that show concerning levels of absence. All interventions recorded on CARES</p>	<p>Majority parents are using this email if pupils are absent.</p> <p>Office staff identified and phone calls made to parents/carers re current absence. Perception Pupils returned to school quicker.</p> <p>Targeted group contacted, a few engaged with the process.</p>
<p>Developed strategies will enhance pupils' Opportunities for Achievement</p>	<p>Curriculum design Introduction of Drama, Hospitality and Hairdressing to the curriculum to enhance opportunities for achievement.</p> <p>SQA catch up</p>	<p>Pupil uptake Pupil progress, attendance, and achievement</p>	<p>S4 Nat 5 Hospitality 95% on track to achieve grades A-D</p> <p>S4 Nat 5 Drama 78% on track to achieve grades A-D</p> <p>S5/S6 Nat 5 Hospitality/Cake Decorating 92% on track to achieve grades</p>	<p>All sat National 5 SQA exam.</p> <p>All pupils sat National 5 exam</p> <p>Verified successfully by SQA.</p>

	<p>Pupils at risk of leaving school without 5 awards in S4 receive intensive support to enhance success.</p> <p>Mentoring Pupils not fulfilling their potential in S3 are identified and linked to a mentor to support and monitor their progress</p> <p>Alternative Curriculum GBT – intensive 1:1 for pupils in 4 different sectors – early years, Café, Sport and fitness, bike mechanics. Work Placements – see skills for learning and work. Targeted interventions including forest schools, GBT community empowerment project, mindfulness groups set up to engage and enhance the outcomes for all pupils.</p>	<p>All pupils leaving in S4 leave with at least 5 or more awards</p> <p>Pupils following an alternative curriculum are more engaged and achieving success</p>	<p>5+ Awards spreadsheet updated regularly by Subject PTs.</p> <p>All pupils identified for a mentor have been linked up with a mentor. Mentors and pupils meet on a regular basis to discuss strategies, tasks, targets, and support.</p> <p>Feedback Microsoft forms received from all interventions have indicated that the pupils felt they had benefited from the experience</p>	
<p>Use of CARES database will improve pupil outcomes</p>	<p>Attendance Pupil attendance tracked monthly. All parents receive a monthly letter articulating their child's attendance and the number of teaching periods missed through absence Pupils who have an attendance of 97% and above receive GOLD Award, 95% and above a SILVER Award and 90% and above a BRONZE Award</p> <p>Pastoral Pupil information shared with staff including: GIRFMe plans GIRFEC strategies</p>	<p>No. Of Gold, Silver and Bronze awards issued will increase. Pupil attendance overall will improve across the school.</p> <p>Staff are familiar with individuals' GIRFMe plans and GIRFEC strategies. Staff discuss strategies with pupils</p>	<p>Interventions are presently keeping the absence rate stable, preventing further deterioration.</p> <p>Girfme questionnaire issued to staff to evidence that staff are familiar with the GIRFMe</p>	<p>Increase in Gold, decrease in Silver, increase in Bronze. Information used for reward trips.</p> <p>GIRFEC successful and asked by SRG to be included in school calendar. Almost all staff using GIRFEC language.</p>

	SIMD Pupil supports/permissions Tracking/Monitoring	and feedback to PTPS/SfL at each GIRFMe check point.	plans and GIRFFMe strategies./ Questionnaire issued to pupils to gather evidence to ensure procedures are being carried out regularly and consistently across the curriculum.	
Final evaluation: Absence continues to be an area of concern. Data, both school and NLC, has shown that our absence rate has increased in relation to previous years. Pupil absence will continue to be a priority.				

What do you hope to achieve? What is going to change? For whom? By how much? By When?	Improve Pupil Learning across all year groups
Person(s) Responsible Who will be leading the improvement?	Graeme Russell, Acting Depute Head

(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 a priority? What data did you have to support this?
 Many of our pupils are from families where there has traditionally been little academic study beyond S4. We will improve the metacognition skills of all pupils, in line with equipping pupils with the necessary skills for Life, Learning and Work. With a drive towards 100% positive destinations.

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.

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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)		
Skills for learning, life and work are embedded in the curriculum, enhancing pupil awareness of the link between school, the curriculum and the workplace, leading to improved sustained positive destinations	<p>Embedding use of Skills Framework (SF) within the school – SF focus as part of classroom observations.</p> <ul style="list-style-type: none"> - Specific ‘skills’ focus weeks discussed during daily house time. - SF shared with cluster primaries. 	<p>Classroom observation sheets. Pupil questionnaire feedback (Pre SF Introduction – 65% of a group of S3 & S5 pupils reported that staff rarely or never (39%) refer to skills for learning, life & work in classes compared with 35% reporting that staff regularly (4%) or sometimes refer to this)</p> <p>Snapshot of S3 profiles.</p>	<p>We had 10 focus weeks with discussion in house time around ‘careers where specific skills are needed’ and areas of school where these ‘skills are being developed’</p> <p>Dec’23 - 27% of a group of S3 & S5/6 pupils reported that staff rarely or never (4%) refer to skills for learning, life & work in classes compared with 73% reporting that staff regularly (25%) or sometimes refer to this.</p>	<p>Decision made to switch to SDS/MyWoW meta-skills framework from Aug’24 due to depth of resource available.</p>

	<p>- S3 profiling used for pupils to reflect on learning, identify strengths and skills that need to be further developed.</p> <p>Increase employer engagement</p> <ul style="list-style-type: none"> - Business partners present in school, linking curriculum with workplace (eg. CPA & Business Management). - Universal work placement option for S4/5/6 leavers with S5/6 gaining SCQF accreditation. - Targeted work placement for those furthest from positive destination. - Work inspiration events/visits across all curricular areas. - Sharing E-Sgoil DYW Live offers and DYW weekly updates. <p>Increase in data collection & partnership working</p> <ul style="list-style-type: none"> - SDS School Partnership Agreement - Monthly 16+ meetings - Monthly NLC Rubi reporting - SLD Form completed by all S4-6 	<p>Improve positive leaver destination to 96.5% of leavers (Min NLC target). (88% 20-21, 92.3% 19-20) Pupil/staff feedback from GBT targeted work placements.</p> <p>Introduction of career inspiration spreadsheet. Rubi reporting</p>	<p>Lots of quality, detailed profiles completed. Pupils were able to identify strengths/development needs. Many focus on specific activities/subjects rather than skills. Scanned copies held in HGIOS Team & copies sent home.</p> <p>Positive Leaver Destination 21-22 = 89.33%</p> <p>45 work placements booked through Workit. 21 pupils progressing with Work placement unit.</p> <p>Dec '23 - Tech & ICT, Creative & Aesthetics, Health & Wellbeing, English, Modern Languages, Maths, Science, Support for Learning have all been involved in work inspiration events/visits.</p> <p>Career inspiration spreadsheet updated and used for Rubi reporting. Rubi reports held in HGIOS Team SLD Form completed and used to update 16+ tab on Seemis</p> <p>Creation of career pathway document added to option booklet, Twitter, school</p>	<p>Positive Leaver Destination 22-23 = 92.47% S4 = 100% Use of SDS SLDR allowed identification of the 6 pupils who did not secure a positive destination. 12 pupils achieved SQA Work Placemet Unit.</p> <p>As Dec'23 plus Social Subjects. All departments delivered a work inspiration event/visit.</p> <p>SLDR data above authority & national figures.</p> <p>Career pathway document presentation delivered at Options event held on 22/2/24</p>
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			<p>website and S4/5/6 year group Teams</p>	
<p>Consistent approach to learning & teaching</p>	<ul style="list-style-type: none"> - New L&T policy introduced to all staff at August inset - Pupil expectations PP delivered to all pupils (Ready to learn) - Learning & teaching resource library available for all staff (Teams) - Classroom observation timeline (SMT/PT/Peer) - Twilight sessions to share good practice. <p>Development of Metacognition</p> <ul style="list-style-type: none"> - Use of chess to demonstrate metacognition with all S1 (10 periods) <p>16/5</p>	<p>Tracking & monitoring data Merit system</p> <p>Classroom observation sheets. Staff attendance and feedback from twilight sessions.</p> <p>Staff and pupil feedback</p>	<p>Completed DHT observation sheets held on HGIOS 4 Team.</p> <p>Twilight session 1 held on 24/10 – Plickers. Led by S. Martin, attended by 8 members of staff.</p> <p>Twilight session 2 held on 7/2/24 - Embedding Skills. Led by SDS, attended by 7 members of staff.</p> <p>Twilight session 3 planned for 16/5 - Effective use of assessment</p> <p>Delivery of chess intervention but due to staff absence, evaluation was not completed.</p>	<p>Leigh Anne Brown – Delivery of workshops with newly created L&T group. 1 member of staff from each dept/faculty. (Representation from all departments)</p> <p>Twilight session 3 held on 16/5 - Use of assessment. Presentations from R. Duddy, R. Wilson & S. Higgins. Attended by 9 members of staff.</p> <p>Introduction of strategic (highest 20%, middle 60%, lowest 20%) and focused learner conversations led by departmental PTs.</p> <p>Participation in the small schools' collaborative project was initiated this session, led by Eileen Brown (former HT & HMIE lead inspector). Focus on assessment and moderation within the BGE with an event held in May for all staff.</p>
<p>Final evaluation: Positive steps taken to improve consistency of learning experiences. Learning and teaching framework agreed by all staff and a newly established L&T group in place.</p>				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Improve the Curriculum Offer – Senior Phase. More pupils achieving SCQF awards at Levels 3-6 in a drive towards 100% positive destinations.
Person(s) Responsible Who will be leading the improvement?	Gordon Graham, Depute Head

(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?

We need to ensure the best possible attainment for our pupils. We need to improve the progression pathways for all our learners.

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.**

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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)		
Common Option Sheet S4-S6 providing better choices for all Senior Phase Pupils	Early start to New Timetable, 1 st week in May Target group of pupil identified for Pathways/ Right Track S4/5/6 Independent link course with NCL for target group. Work Experience option YASS course built into Options Explore FA level 4 and 5 courses. Free Choice Option Columns, modelled and discussed before implementation.	Using Timetabler software to test if Free Choice across S4-S6 is feasible.	Option columns aligned to allow S5 & S6 pupils to select from S4 options.	15 pupils in S5/6 have selected a National 5 course in S4 Options. These pupils will now have Opportunity to gain certification that previously was not available.
NPAs increase number on offer	In line with INSIGHT data improvement, Level 5 and Level 6	Each Faculty has at least one feasible offer	PE offering new SfL course.	INSIGHT Training again stressed need for alternative courses at SCQF Levels

	courses introduced for session 2024/2025.			<p>4-6. Faculties to have identified at least one feasible offer by October 2025. Humanities faculty to deliver Level 6 Sociology.</p> <p>FA Construction delivered by NLC/Tigers with almost all achieving SCQF Level 5 qualification.</p>
S4 Core periods qualifications	Explore how PE & PHSE could provide opportunities for SQA awards	Engage with other schools to explore possibility	Group of 12 S4 pupils working towards SQA Mental Health & Wellbeing at SCQF Level 5, delivered by Routes to Work.	11 pupils achieved course award. SCQF Wellbeing Award to be delivered through S5 x-column.
<p>Final evaluation: We increased the variety of vocational qualifications, which helped reduced absence rate amongst a very small group of S4 students and led to positive attainment. We will continue to investigate additional qualifications and accreditation. Staff awareness raised following Insight sessions.</p>				

PEF ALLOCATION: £

2023-24 SG Funding 102,900

2022-23 Carry Forward 1,682

2023-24 Total Funding 104,582

NORTH LANARKSHIRE COUNCIL
 EDUCATION & FAMILIES
EQUITY PLAN 2023-24

**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	Evidence/Measures
Admin Fee charged by NLC Priority 2 Improve Learning	NLC Levy £5145 GR DHT 1 £3573 SL PT3 £15 214 LD £60000 HE teacher Total Staff cost £91082 Whole school spend £5000 To cover		Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. Improve Pupil Learning, increase Metacognition awareness and develop skills. Improve skills identified in DYW, Skills for Life, Learning and Work. Skills Framework known and referred to in almost all classes.	Please indicate what evidence you are going to collect to show impact and progression.

<p>Priority 1 Improve attendance</p>	<p>Subscriptions to improve attainment The CFE Machine, Twinkle. Hashtag Learning, IDL, ML</p> <p>Transport for Work Experience</p> <p>VA 0.2FTE £12049</p> <p>Outward Bound for S4 target group £2522.15</p> <p>Unallocated £832</p>			
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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:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
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<p>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</p>	<p>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</p> <p><u>PEF INTERVENTIONS</u></p> <p>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</p> <p><u>Education and Families Priorities</u></p> <p>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</p>	<p>NIF Priorities</p> <ol style="list-style-type: none"> 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. <p>NIF Drivers</p> <ol style="list-style-type: none"> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
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Developing In Faith

Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.