



Driving Equity and Excellence

Improvement Action Plans

Session 2024-25

School:	<i>Chapelgreen Primary School & Nursery Class</i>
Cluster:	<i>Kilsyth Academy</i>
Head Teacher:	<i>Siobhan McLeod</i>

Improvement Plan Summary	
Cluster Priority:	<p><i>By the end of session 2025 all schools will have implemented the new NLC Attendance Policy and almost all schools will have increased the attendance of the pupils sitting in the 60-80% bracket thus improving pupil attendance overall.</i></p> <p><i>By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.</i></p>
School Priority 1:	<i>Attainment in Literacy will increase by 20% across P 2-7 by June 2025.</i>
School Priority 2:	<i>Continue to develop a shared language & understanding of nurture-based approaches resulting in all learners experiencing greater consistency by June 2025.</i>
Nursery Class Priority:	<i>Develop a new staff team and review current practices to enable respectful nurturing relationships with all children and families in a safe, welcoming environment by June 2025.</i>

Education and Families Priorities



School Vision and Values

We worked together with the whole school community and developed the following vision for all our pupils, families and staff:

Empowering everyone to be the best they can be, to believe in themselves and to have the courage to never give up.

Demonstrating values: Be respectful, Be responsible, Be honest, Be kind.

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)

We worked together as a school team through self-evaluation, consulting with parents/carers through our Parent Council (May 24), and asking our pupils to share their views. Assemblies looking at HGIOS? (chn version)

2024-25 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?		<i>By the end of session 2025 all schools will have implemented the new NLC Attendance Policy and almost all schools will have increased the attendance of the pupils sitting in the 60-80% bracket thus improving pupil attendance overall.</i> <i>By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.</i>
Person(s) Responsible Who will be leading the improvement?		Louise Duncan Chair/ Lorraine White CILL/ Siobhan McLeod HT Banton and Chapelgreen/ Ruth McCarthy HT Ballmalloch/ Gerry McKillop DHT Kilsyth Academy.

(Please insert the relevant information below using the codes above)				
NIF Priority: 2, 3		NIF Driver: 1, 6		
NLC Priority: 1, 2, 5		QI: 1.3, 2.7, 3.1		
PEF Intervention:		Developing in Faith/UNCRC: 3, 28, 29		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? <i>Promoting positive attendance is an NL stretch aim and remains a national priority. Through careful monitoring and tracking of attendance rates in schools, it is evident that some children and young people require targeted support to facilitate more regular attendance at school. Last session the priority was to focus upon putting in place bespoke packages for targeted pupils with attendance below 70%. This session our priority is to target our 60 - 80% attendance pupils and looking deeper into the intelligence around the factors/reasons for reduced attendance amongst the range of pupils.</i>				
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. <i>New NLC Attendance Policy; School specific meetings with parents; Cluster Planning for Wellbeing Meetings; Health and wellbeing community funding - to support targeted therapeutic intervention; CST to provide expertise, learning and teaching. Access to Wellbeing APP to help develop Wellbeing Plans; Seasons for Growth (& associate resources); Resources for HUB (based on young people’s interests); Living Life to the Full. CST to train.</i>				
<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)		
<i>By Oct 2024 ALL cluster schools will have a greater understanding of the pupil profile and factors giving rise to reduced attendance in the 60 - 80% bracket</i>	<i>SLT will gather and collate data intelligence of the following areas to analysis SIMD? Gender? Year Groups? Holidays? Barriers to attendance? Other Factors</i>	<i>Attendance Data Year Group data Pupils Views Parent Views</i>		
<i>By Oct 2024 ALL cluster schools will have a better understanding of effective practice to support young peoples’ attendance in school</i>	<i>SLT to gather effective practise to share between cluster schools Cluster will create a good practice guide for increasing attendance in schools</i>	<i>Pupil Pre and Post views Parent pre and Post Views Staff Pre and Post Views</i>		
<i>By October 2024 cluster will have implemented the procedures in the new NLC policy</i>	<i>School will implement the new NLC Attendance Policy, Each school will use the new letters to parents, seemis codes</i>	<i>New Policy in place in ALL schools New SEEMIS codes being used in ALL schools. New Letters to parents being used in ALL schools</i>		

By Dec 2024 cluster will have implemented good practise guide in ALL schools and with ALMOST ALL pupils in the targeted 60-80% bracket	Working with parents Working with pupils Bespoke packages Adjustments made to curriculum, environment and other factors dependent upon feedback from pupils as to barriers to attendance	Attendance data amongst 60 - 80% attendance bracket		
By April 2024 attendance of majority of target pupils in 60-80% bracket will have increased to the 70-90% bracket	SLT in each school with track and gather attendance data intelligence	Pre and Post Attendance Data SIMD Attendance Data - impact upon the gap between Q1 and Q5 Pre and Post Pupils Views Pre and Post Parent Views Pre and Post Staff Views		
Final evaluation (for submission):				

Cluster Priority: Long Term Outcome 2 What do you hope to achieve? What is going to change? For whom? By how much? By When?	By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.
Person(s) Responsible Who will be leading the improvement?	Louise Duncan Chair/ Lorraine White CILL/ Siobhan McLeod HT Banton and Chapelgreen/ Ruth McCarthy HT Ballmalloch/ Gerry McKillop DHT Kilsyth Academy.

(Please insert the relevant information below using the codes above)				
NIF Priority: 4		NIF Driver: 2		
NLC Priority: 5		QI: 3.1		
PEF Intervention:		Developing in Faith/UNCRC: Article 28		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<p>RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?</p> <p><i>Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.</i></p> <p><i>Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.</i></p>				
<p>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. No financial impact on establishments.</p> <ul style="list-style-type: none"> A “trainer the trainer” model will ensure key staff within the cluster are able to deliver presentations and support establishments in achieving the award. NL Virtual School Principal Teacher (Acting) will facilitate information sessions and training for CIILs and nominated staff. All resources are free and have been designed to be used in any educational setting through a flexible approach, for example, as whole establishment training, personal professional learning as part of CLPL or induction training for new staff. Professional Learning sessions to support successful implementation of the Keeping the Promise Award programme are available via the Education Scotland website and through The Promise Glow Tile. Schools will be required to allocate time to enable staff to participate in training session and complete the e-learning module. 				
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)		
<p><i>By June 2025 all learners will benefit from all staff having an increased awareness of The Promise.</i></p> <p><i>GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning.</i></p> <p><i>Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster.</i></p>	<p><i>Cluster Chair will have attended an information session on the award by the end of August 2024.</i></p> <p><i>Cluster Chair/CIL will complete and return information on their specific plan for delivery within own cluster by the end of August 2024.</i></p> <p><i>CIL or nominated staff member will have participated in two half day training sessions by end of September 2024.</i></p> <p><i>All staff will have participated in presentations sessions one and two of the Keeping the Promise Award by February 2025.</i></p> <p><i>Most staff will have completed e-learning module June 2025.</i></p> <p><i>Majority of schools in the cluster will achieve the Keeping the Promise Award by June 2025.</i></p>	<p><u>Quantitative</u> <i>Evaluation will be completed on conclusion of training</i></p> <p><i>Recording and reporting of number of staff attending training sessions</i></p> <p><i>Percentage of staff completing e-learning module (I Promise Award)</i></p> <p><i>UNCRC Awards</i></p> <p><u>Outcome Measures</u> <i>Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions.</i></p> <p><i>Outcomes Star information</i></p> <p><u>Qualitative</u> <i>Case studies</i></p> <p><i>Anecdotal evidence</i></p> <p><i>Views or feedback from children, young people and their families</i></p>		
Final evaluation:				

SCHOOL Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Attainment in Literacy will increase by 20% across P2-7 by June 2025.
Person(s) Responsible Who will be leading the improvement?		HT, PT, Class Teachers

(Please insert the relevant information below using the codes above)	
NIF Priority: 5	NIF Driver: 1, 2, 6
NLC Priority: 1	QI: 1.3, 2.3, 3.2
PEF Intervention:	Developing in Faith/UNCRC: 3, 28
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?

P2-7 (41)	ON TRACK	POVERTY (FSM)		NOT ON TRACK	INCONSISTENT	POVERTY (FSM)
WRITING	68% (28)	4% (2)		29% (12)	2% (1)	12.8% (6)
READING	58% (24)	4% (2)		37% (15)	4% (2)	12.8% (6)
TALK & LISTENING	83% (34)	12% (5)		12% (5)	4% (2)	4% (2)

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. Visible Learning Reading Material £200; Input from Playback Ice £1750

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)		
<p>All learners develop their understanding of what is required to succeed.</p> <p>Almost all learners can identify their strengths and next steps.</p> <p>All learners are involved in planning and evaluating their own learning.</p> <p>All learners make expected progress and Achievement of a level is based on robust evidence and knowledge of benchmarks.</p>	<p><u>Develop Teacher & Practitioner Professionalism</u> through the principles of Visible Learning (J Hattie), seeing learning through the eyes of the learner.</p> <ul style="list-style-type: none"> -Teacher/Practitioner Mind frames -Explicit teaching and modelling of meta-cognition -Learner taking responsibility for their own learning -Providing the correct level of challenge -Clear learning intentions and co-constructed success criteria -Continual evaluation of the learning -Teachers will evaluate learning weekly to ensure needs are met and reduce gaps in learning. -Teacher knowledge of benchmarks continues to extend - Moderation of achievement of level with cluster schools 	<p>Short-term: Learner conversations; Shared planning and pupil voice; Learner Target setting; Professional dialogue; Tracking and monitoring; Weekly evaluations.</p> <p>Long-term: Attainment gap and achievement</p>		
Focus groups will improve reading fluency through input using RWI to close gaps in learning.	<u>Use Performance Data</u> to identify and target learners whose reading fluency is impacted by their knowledge and recall of phonics.	<p>Short-term: Ongoing assessment</p> <p>Long-term: YARC Data pre & post</p>		
All identified learners receive the correct frequency and type of support to help them progress.	<u>School and ELC Leadership</u> overview of support required, effective timetabling and monitoring of support being provided.	<p>Short-term: Timetables, observation of direction implemented.</p> <p>Long Term: Achievement</p>		

<p><i>An increase in number of pupils being supported to complete homework.</i></p> <p><i>Families feel equipped to support their child learn at home.</i></p> <p><i>An increase in number of families engaging with school.</i></p>	<p><u><i>Parent/Carer Engagement & Family Learning</i></u></p> <p><i>Establish baseline.</i></p> <p><i>Consult with families about opportunities for involvement and engagement.</i></p> <p><i>Use a variety of ways to engage families and identify barriers that prevent them from becoming involved.</i></p>	<p><i>Short-term: Results of consultation</i> <i>Long-Term: Response to consultation; Parent, Staff, Child views</i></p>		
<p>Final evaluation (for submission):</p>				

SCHOOL Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Continue to develop a shared language and understanding of nurture-based approaches resulting in all learners experiencing greater consistency by June 2025.
Person(s) Responsible Who will be leading the improvement?		HT, PT, LP, TEACHERS, EL PRACTITIONERS

(Please insert the relevant information below using the codes above)				
NIF Priority: 1, 2		NIF Driver: 2, 3		
NLC Priority:		QI: 3.1		
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? <i>This is year 3 of the Roadmap to Recovery to embed nurturing approaches into the culture and ethos of school/nursery. Self-Evaluation from Annual Improvement Report also identified this outcome as a next step. With 34% of learners and families still experiencing the effects of Covid, anxiety is an issue. Schools/nursery must continue to respond to this. It is important that how we respond to our learners and families must not add to their anxieties.</i>				
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. <i>Working Party (3 x 1.5hr)/HWB Assessments (Playback) £3900 (3yr).</i>				
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)		
<i>All learners HWB needs will be assessed and supported.</i>	<i>Curriculum and Assessment Use data from assessments to identify learnings requiring additional support.</i>	<i>Short-term: Data to identify if intervention is required Long-term: Assessment results</i>		
<i>All learners will receive predictable responses from adults.</i>	<i>Develop Teacher & Practitioner Professionalism Staff training and professional reading on WTAC. Working Parties - scripted responses, etc, Staff/Learner reflection on actions and language used.</i>	<i>Short-term: Observations, pupil voice Long-Term: Observation of desired outcome; Staff clear about expectations.</i>		
<i>All views of learners will be heard and respected.</i>	<i>Develop Teacher & Practitioner Professionalism Continue RRS journey. Implement core rights.</i>	<i>Short-term: Pupil voice groups, Assemblies. Long-Term: Learner conversations; Achievement of Award</i>		
Final evaluation (for submission):				

NURSERY PRIORITY: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		<i>Develop a new staff team and review current practices to enable respectful nurturing relationships with all children and families in a safe, welcoming environment by June 2025.</i>
Person(s) Responsible Who will be leading the improvement?		HT, PT, LP, NURSERY TEAM

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 2	NIF Driver: 1, 2
NLC Priority: 3	QI: 1.3, 3.1
PEF Intervention:	Developing in Faith/UNCRC: 3, 6, 28
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?
There has been a period of unsettledness due to the staffing restructure with NL9 staff, and requiring temporary cover regularly but without consistency depending on who was available. With our model fully staffed for August, there would be new staff needing to build relationships within the staff team, and with children and their families. Naturally, staff need time to settle in and learn routines, so this is a good opportunity to review what we do and how well.

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.No cost.**

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)		
<i>All children will feel safe and settled.</i> <i>All children will have at least one key adult and call them by their name.</i> <i>All children and parents have confidence in the staff.</i>	<u>Develop Teacher & Practitioner Professionalism</u> by implementing induction session for new staff. -Train NL4 staff in personal care of children, nappy changing, toileting, admin of medicines, allergies, risk assessment, Simoa, health & hygiene, infection control, and other daily routines. (Lead/Key) Display RA in areas to reflect current practice. (changing, etc) Daily and ongoing risk assessments are carried out, involving children so they can be active in their own safety.	Short-term: children are counted in/out; Risk Assessments are followed. Routines are followed (paperwork monitored) Long-term: observations of interactions between staff and children; Data collected from parents about the quality of staffing and care.		
<i>All children receive quality care and</i>	<u>School and ELC Leadership</u>	Short-term: Minutes of meetings, record of training and support; Overview of		

<i>their HWB needs are met.</i>	<p><i>Monitor staff confidence in the above areas, seeking support if required. (RS)</i></p> <p><i>Ensure staff are clear about their roles and responsibilities and that the Deployment of Staff Policy is followed.</i></p> <p><i>Audit indoor/outdoor for resources and spaces that will support HWB.</i></p> <p><i>Ensure HWB personal plans reflect the needs of the child.</i></p>	<p><i>indoor/outdoor space providing nurture/HWB.</i></p> <p><i>Long-term: HWB Assessments carried out through Shanarri and Playback academy.</i></p> <p><i>Online learning journals.</i></p> <p><i>Review and observation of the plan meeting the needs of the child.</i></p>		
<i>Children and families feel supported by nursery.</i>	<p><i><u>Parent/Carer involvement and engagement</u> through nursery events, Info sessions, Stay & Play Sessions, and What Matters to Me booklet.</i></p>	<p><i>Short-term: 80% or more attend events/sessions;</i></p> <p><i>Long-term: Questionnaires, and feedback.</i></p>		
<i>Final evaluation (for submission):</i>				

PEF ALLOCATION: £18,375

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2024-25

*(Internal recording; random sampling of PEF/Equity Plans
will continue throughout the session).*



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.

18% impacted by poverty (fsm) with a spread across the school. Reducing class sizes to ensure more teaching time and support is beneficial. Smaller classes allow for stronger relationships and the ability to engage and seek support. A few families would benefit from more intensive support through Action for Children.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	Please indicate what evidence you are going to collect to show impact and progression.
P1	£8757 Aug 24-Mar 25 TBC April 25-Aug 25 TBC	0.20 towards a probationer teacher ACTION FOR CHILDREN WORKING WITH SCHOOL	Ability to have 3 classes SUPPORT FAMILIES TO MANAGE THEIR LIVES TO ENABLE INCREASED ENGAGEMENT IN THEIR CHILD'S LEARNING.	Number of learners with additional support needs across 2 and 3 classes Attainment Data OUTCOME STAR

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
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	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 <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. NIF Drivers <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
	<u>PEF INTERVENTIONS</u> <ol style="list-style-type: none"> 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 	

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	<u>Education and Families Priorities</u> 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 <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>		
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.		