



Driving Equity and Excellence

Improvement Action Plans

Session 2025-26

School:	Chapelgreen Primary School & Nursery Class
Cluster:	Kilsyth Academy (North)
Head Teacher:	Siobhan McLeod

Improvement Plan Summary

School Priority 1:	<i>By June 2026, all staff will have a shared understanding of high-quality learning, teaching, and assessment practices. This will ensure greater consistency in expectations and standards across the school, leading to enhanced learner experiences and improved attainment. Year 1 focus: Reading.</i>
School Priority 2:	<i>By June 2026, all learners will benefit from refreshed approaches to GIRFEC and staged intervention processes to strengthen pupil voice, progress, participation and engagement, and improve outcomes for learners.</i>
Nursery Class Priority:	<i>By June 2026 all learners will be tracked in achievement of Literacy to ensure progression across early level in relation to benchmarks.</i>

Education and Families Priorities

1	2	3	4	5
<p>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p>	<p>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p>	<p>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p>	<p>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>Vulnerable Groups- Improved outcomes for vulnerable groups.</p>
<p>Improvement Actions</p> <ul style="list-style-type: none"> • Raising Attainment Strategy <ul style="list-style-type: none"> ◦ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks. • Self- Evaluation Leading to Improvement <ul style="list-style-type: none"> ◦ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies. • Review of Additional Support Needs <ul style="list-style-type: none"> ◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • SAC/ PEF Plan <ul style="list-style-type: none"> ◦ There is a well-established plan for the Scottish Attainment Challenge and Pupils Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap. • Anti- Poverty Programmes • There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty. • North Lanarkshire Innovation and Improvement Hub <ul style="list-style-type: none"> ◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • GIRFEC <ul style="list-style-type: none"> ◦ There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways. • 1140 ELC Expansion <ul style="list-style-type: none"> ◦ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage. • Mental Health and Wellbeing <ul style="list-style-type: none"> ◦ Our practice in this area will be aligned with wider partnership approaches, translated into a Mental Health and Wellbeing Strategy for young people and those who work with them 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • Curricular Progression • A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters. • DWY Strategy • The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme. • Digital Classroom • Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • Support for Families/ Young People at Risk • There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support. • Care Experienced Young People • There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity. • Support for Adults • There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

School Vision and Values

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

VISION:

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.

OUR MISSION:

*Keeping children's learning and wellbeing at the heart of everything we do.
#Believe and Achieve!*

Further consultation was carried out last session confirming stakeholders thought these visions and values were still important.

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 25)*
- Sway Newsletters, with Term 4 adding a School Improvement standing section.*
- Teaching Staff completed surveys to gather their views and provided feedback during Inset Days.*
- Pupils' views were sought during Assemblies, and during Pupil Voice Groups.*

If your annual improvement priorities are part of a wider, longer term, 3-year strategic plan, please use the template below to outline your longer-term plan. (This overview is optional and does not need to be completed but will provide an overview of your improvement journey.)

	Priority 1	Priority 2	Priority 3
Year 1: Session 2025-2026	<i>By June 2026, all staff will have a shared understanding of high-quality learning, teaching, and assessment practices. This will ensure greater consistency in expectations and standards across the school, leading to enhanced learner experiences and improved attainment. Year 1 focus: Reading.</i>	<i>By June 2026, all learners will benefit from refreshed approaches to GIRFEC and staged intervention processes to strengthen pupil voice, progress, participation and engagement, and improve outcomes for learners.</i>	
Year 2: Session 2026-2027	<i>By June 2027, all staff will have a shared understanding of high-quality learning, teaching, and assessment practices. This will ensure greater consistency in expectations and standards across the school, leading to enhanced learner experiences and improved attainment. Year 1 focus: Writing.</i>	<i>By June 2027, GIRFEC and staged intervention processes will be consistently embedded across the school, with pupil voice actively shaping support and learning experiences.</i>	
Year 3: Session 2027 - 2028	<i>By June 2028, all staff will have a shared understanding of high-quality learning, teaching, and assessment practices. This will ensure greater consistency in expectations and standards across the school, leading to enhanced learner experiences and improved attainment. Year 1 focus: Numeracy.</i>	<i>By June 2028, inclusive, pupil-led approaches to GIRFEC and staged intervention will be fully embedded, leading to measurable improvements in learner outcomes and wellbeing.</i>	

2025-26 Improvement Plan

Priority 1: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

By June 2026, all staff will have a shared understanding of high-quality learning, teaching, and assessment practices. This will ensure greater consistency in expectations and standards across the school, leading to enhanced learner experiences and improved attainment. Year 1 focus: Reading.

Person(s) Responsible
Who will be leading the improvement?

HT, PT, Teaching Staff

(Please insert the relevant information below using the codes above)

NIF Priority: 5

NIF Driver: 4,6

NLC Priority:1

QI:1.3, 2.3, 3.2

PEF Intervention:

Developing in Faith/UNCRC: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?

SLT observations, staff feedback and self-evaluation activities highlight the need for a shared understanding of high-quality learning, teaching and assessment across all staff.

Pupils' experiences are varied and developing and implementing a consistent approach with a focus in year 1 on reading will support all learners' experiences and improve engagement.

P2-7 (39)	ON TRACK	At Risk	NOT ON TRACK
READING	74% (29)	34% (10)	26% (10)

Teacher Professional Judgement working within a level requires strengthening to improve accuracy.

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: *Additional hours for teaching £3000; (Playback Ice £1000; IDL £300)*

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 will benefit from progressive and coherent well-planned experiences in core areas of literacy (reading) through staff's consistent implementation of</i>	<i>Review and monitor implementation of NL progression pathways in forward plans for literacy: reading to ensure staff are planning progress through and across levels. CLPL support from NLC - ESO - Learning Teaching and assessment and ESO Literacy to support increased understanding of best practice in best pedagogical approaches to teaching reading.</i>	<i>Planning and classroom practice reflect consistent use of NL pathways. Learners experience a coherent and progressive reading curriculum across stages. Staff demonstrate increased confidence in planning and</i>		

<p>NL curricular pathways.</p> <p>Most children will make good progress in literacy through engagement in high quality learning experiences that are appropriately matched to their children's interests, needs and abilities. (June 2026)</p>	<p>Review feedback and pupil progress processes to ensure clearer focus on increasing pace of learning and raising attainment.</p> <p>Facilitate collaborative planning and moderation opportunities for all teaching staff to support shared understanding of progression, coherence and expectations across stages/levels in literacy: reading.</p> <p>Review pupil progress/tracking meetings to strengthen professional dialogue that ensures TPJ is based on national expectations/benchmarks.</p>	<p>delivering a progressive reading curriculum, appropriately differentiated for all pupils.</p> <p>Classroom observations demonstrate evidence of improved learning, teaching and assessment practices in reading.</p> <p>Reading attainment will have increased by 10% by June.</p>		
<p>Across the school, all children will have the opportunity to develop and apply their knowledge and skills in a variety of digital learning experiences increasing engagement and motivation.</p>	<p>Effective deployment of devices across the school to ensure learners can use digital technologies to support learning (particularly in reading).</p> <p>Digital Team to model the use of digital technologies to support improved attainment in reading.</p> <p>SAM Team to increase staff capacity in the use of digital technology to improve outcomes for learners with ASN.</p>	<p>Learners report more engaging and purposeful learning experiences.</p> <p>Learners demonstrate improved ability to use digital technology to support and enhance learning. They can identify skills being developed.</p> <p>Increased staff confidence in the use of appropriate digital technologies/ resources to support identified learners.</p>		
<p>Quality of Teaching All learners will have a clear understanding of the purpose of their learning and how they will achieve success through consistent use of purposeful Learning Intentions and Success Criteria across the school.</p>	<p>All teaching staff to engage in Effective Pedagogy CLPL overview, to ensure quality and consistency across the school.</p> <p>SLT and Pedagogy team will share and model effective practices that promote best pedagogical practice and increased engagement for all learners in reading activities.</p>	<p>Staff feedback and confidence levels from CLPL.</p> <p>Quality Assurance processes show improved use of learning intentions and success criteria by teachers to provide constructive feedback.</p> <p>Increased consistency observed through QA processes in the use of Learning Intentions and</p>		

	<p>All teaching staff to use LTA cycle self-evaluation toolkit to reflect LI and SC.</p> <p>All staff will implement school's LTA policy to improve quality and consistency across the school.</p> <p>Engage in pupil focus groups to gather learner feedback to inform planning of reading experiences/practice.</p>	<p>Success Criteria in almost all classes by pupils to self-assess and lead their own learning.</p> <p>Learner feedback indicates improved clarity and confidence in understanding purpose of learning.</p> <p>Observations and learning visits show enhanced learner engagement and purposeful learning experiences.</p>		
<p>All staff will plan appropriately to ensure learning experiences in literacy are appropriately differentiated to meet all learners needs.</p>	<p>Staff will engage in a programme of CLPL with NL's Education Support officers and pedagogy team to ensure best pedagogical practices for literacy. CLPL will include a focus on classroom organisation and differentiation, and use of NL literacy pathways.</p> <p>QA/Peer observations focused on differentiation to support professional development, build staff capacity and support sharing of good practice.</p> <p>Staff will ensure appropriate differentiated tasks are in place based on robust assessment information to provide appropriate support and challenge.</p> <p>Implement visible learning strategies to support identified learners.</p>	<p>Planning and classroom practice reflect consistent use of NL pathways.</p> <p>Learners will experience a coherent, progressive and differentiated curriculum.</p> <p>Quality assurance of forward plans will evidence differentiated individual and group planning.</p> <p>Evidence of assessments being used at appropriate times to identify gaps in learning.</p> <p>Increased attainment in identified pupils, through appropriate and targeted interventions and support.</p>		
<p>Assessment All learners will benefit from a broader and more effective range of assessment approaches. Assessment information will be used more</p>	<p>Embed a consistent approach to using assessment information to track progress, identify and address gaps in learning.</p> <p>Continue to build staff capacity in the effective analysis and use of assessment data to inform planning and next steps in learning.</p>	<p>Increased confidence and consistency in professional judgements across the school.</p> <p>Planning and classroom observations reflect effective use of assessment data.</p> <p>Positive feedback from learners and staff on the</p>		

<p><i>consistently and purposefully to inform planning and support improved outcomes.</i></p>	<p><i>Promote a shared understanding of high-quality assessment practices across all stages.</i></p> <p><i>Review school assessment calendar to maximise impact of assessment on outcomes for learners.</i></p> <p><i>Promote a shared understanding of high-quality assessment practices across all stages - reading.</i></p>	<p><i>impact of assessment-informed planning.</i></p> <p><i>Teacher checks in with learners -HT/PT learner conversations.</i></p> <p><i>Professional dialogues.</i></p> <p><i>Tracking and monitoring.</i></p> <p><i>Fortnightly evaluations.</i></p>		
<p>Teacher Professional Judgements <i>All teachers' professional judgements, including ACEL data, will be underpinned by robust and reliable evidence (use of benchmarks).</i></p>	<p><i>All staff to have regular opportunities to engage in moderation activity to ensure a continued focus on the use of benchmarks to track and report on progress.</i></p> <p><i>Teaching staff will work collegiately to ensure there is a shared understanding of standards across the school using NL's progression pathways.</i></p> <p><i>Opportunities for moderation in literacy (reading) will be incorporated into staff meetings/curriculum development time/cluster work.</i></p>	<p><i>Accurate professional judgement of all learners, including at risk and inconsistent learners.</i></p> <p><i>Professional dialogues indicate that teachers are using benchmarks regularly to confirm judgement.</i></p> <p><i>QA processes indicate that staff are using NL's progression pathways regularly to track and monitor pupil progress.</i></p>		
<p>Parental engagement <i>Parents/carers will have the opportunity to participate in a range of planned family learning opportunities to promote partnership working and enhance their ability to support their child's reading at home.</i></p>	<p><i>Arrange open afternoons for parents to provide them with strategies to support literacy: reading at home.</i></p> <p><i>Provide workshops through CLD and Education Support Officer to enable parents/carers to develop the skills to support children's reading development at home.</i></p>	<p><i>Parent questionnaires indicate increased confidence in supporting their child's reading at home.</i></p> <p><i>Increased engagement of parents/carers in relation to reading homework.</i></p>		

Final evaluation (for submission):

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	<i>By June 2026, all learners will benefit from refreshed approaches to GIRFEC and staged intervention processes to strengthen pupil voice, progress, participation and engagement, and improve outcomes for learners</i>
Person(s) Responsible Who will be leading the improvement?	HT, PT, Teachers

(Please insert the relevant information below using the codes above)

NIF Priority: 2	NIF Driver: 2
NLC Priority: 3	QI: 2.4
PEF Intervention: 2, 3	Developing in Faith/UNCRC: Article 12

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?

Quality assurance of GIRFME plans indicated that opportunities for children, young people and their families to contribute could be increased. Learner conversations also indicated that some pupils found it difficult to articulate what their individual targets were, therefore, this has been identified as a priority for this session.

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.**

- CLPL from Educational Psychologist. CLPL on GIRFEC guidelines and processes. PEF *Mind Marvels £3000; Barnardos £10,400; (Miracle Foundation £4000.)*

<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)		
<u>Environment</u> <i>Enhanced learner outcomes through inclusive classroom environments, tailored support and timely interventions.</i>	<i>All staff will review the CIRCLE framework to audit classroom environments.</i> <i>All staff will engage in CLPL on effective and inclusive classrooms.</i> <i>Clear and consistent expectations and guidance on classroom organisation, ensuring physical and digital environments support sensory, mobility and emotional needs.</i>	<i>Observations and learner feedback reflect inclusive, motivating environments.</i> <i>Increased learner independence and engagement in learning activities reported by staff, pupils and implementation of termly measures using the Leuven scale.</i> <i>Staff confidence in implementing inclusive strategies improves.</i>		

	<p><i>Assessments used effectively to identify gaps in learning and appropriate supports.</i></p> <p><i>Implement tracking and monitoring system to identify emerging needs timeously.</i></p> <p><i>Improved identification of needs through more inclusive and responsive staged intervention processes.</i></p>	<p><i>Reduction in barriers to participation and progress for identified learners.</i></p> <p><i>Improvement in wellbeing and attainment data for targeted learners.</i></p>		
<p><i>Greater consistency in the application of GIRFEC principles across the school community.</i></p>	<p><i>Staff CLPL to strengthen universal approaches to GIRFEC across the school.</i></p> <p><i>Staff CLPL on pupil participation, rights-based approaches and the effective use of the My World Triangle and Wellbeing Indicators.</i></p> <p><i>Update school policies to reflect current GIRFEC guidance and staged intervention frameworks.</i></p>	<p><i>Improvement in wellbeing and attainment data for targeted learners.</i></p> <p><i>Self-evaluation activity (HGIOS?4, Qis 2.4, 3.1 and 3.2).</i></p>		
<p><i>All staff will have an increased understanding of national girfec model and will demonstrate this understanding in their planning to meet learners' needs.</i></p>	<p><i>Refresh and embed child-friendly planning tools (e.g., What I Think tool).</i></p> <p><i>Staff engagement with GIRFEC guidelines (The Five Questions) to identify specific needs.</i></p> <p><i>Staff CLPL on Talking Mats</i></p>	<p><i>Audits of staged intervention processes/referrals.</i></p> <p><i>QA monitoring of planning for individual needs will evidence specific, targeted and appropriate interventions and support.</i></p> <p><i>Improvement in wellbeing and attainment data for targeted learners.</i></p>		
<p><i>Increased engagement of children, young people and their families in planning and decision-making</i></p>	<p><i>Staff CLPL, delivered by the Educational Psychologist on supporting learners with ASN.</i></p> <p><i>Introduction of symbols, visual timetables, Now and Next boards</i></p>	<p><i>Evidence of pupil and parent/carers' views and collaboration in GIRFME plans.</i></p> <p><i>Pupils with GIRFME plans will know and understand the</i></p>		

<p><i>about their learning and wellbeing.</i></p>	<p><i>and Talking Mats to support learners.</i></p> <p><i>Regular wellbeing meetings/GIRFME reviews with children, young people and their families for identified learners.</i></p>	<p><i>supports and strategies which help them learn.</i></p> <p><i>All GIRFMEs will contain SMART targets, that are regularly reviewed/ updated.</i></p> <p><i>All staff (including support staff) will be aware of targets for specific pupils.</i></p>		
<p>Final evaluation (for submission):</p>				

NURSERY Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	<i>By June 2026 all learners will be tracked in achievement of Literacy to ensure progression across early level in relation to benchmarks.</i>
Person(s) Responsible Who will be leading the improvement?	PT, ELC Lead Practitioner, ELC Keyworker

(Please insert the relevant information below using the codes above)

NIF Priority: 5	NIF Driver: 4
NLC Priority: 1	ELC QI: 2.3, 4.3 (Children's progress)
PEF Intervention:	Developing in Faith/UNCRC: 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 priority? What data did you have to support this?
To create wonder and imagination in our children and families to establish a reading habit that will continue into primary school and raise attainment. Lower uptake in reading homework in Primary 1 with 40% not engaging.

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. £100 - resources/materials for reading area.**

<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>All children will make good progress in literacy through engagement in high quality learning experiences that are matched to their children's interests, needs and abilities. (June 2026)</i>	<i>Use NL Pathways to ensure progressive experiences in Literacy. Review tracking of progress through online learning journals.</i>	<i>Planning shows evidence of progression through pathway. reflect consistent use of NL pathways. Playroom observations and interactions will show provocations and experiences in Literacy.</i>		
<i>Assessment information will be used to make professional judgment and to inform planning.</i>	<i>Embed a consistent approach to using assessment information to track progress, identify and address gaps in learning. Continue to build staff capacity in the effective analysis and use of assessment data to inform planning and next steps in learning.</i>	<i>Effective use of assessment, following LTA in Early Years. Planning demonstrates that assessment info is being acted upon. Professional dialogues.</i>		

	<i>Promote a shared understanding of high-quality assessment practices across all stages.</i>	<i>Tracking and monitoring. Acel data.</i>		
Parental engagement <i>Families will have the opportunity to participate in a range of planned family learning opportunities to promote partnership to develop Literacy at home.</i>	<i>Arrange information workshops for parents to encourage a love for reading with their child. Provide parents with strategies to support their child at home. Model three-read approach.</i> <i>Create a reading culture for families by creating a space to enjoy reading personally and with their child.</i> <i>Promote adult literacy and a joy of reading.</i>	<i>Parent questionnaires indicate increased confidence in supporting their child's reading at home.</i> <i>Parent questionnaires/ feedback shows increased enjoyment in reading.</i>		
Final evaluation (for submission):				

PEF ALLOCATION: £18,375

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2025-26



(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.

32% of learners and their families lack resilience which is impacting on attendance and relationships with peers. Without supporting the home environment, parents are unable to support their child's needs in relation to attainment and attendance. Almost all learners are SIMD 3, Quintile 2, with a minority SIMD 2, Quintile 1. Our focus is on Reading, which requires good knowledge of phonics, and recovery for a minority of learners at second level. Engagement of a minority of parents can be hard to reach as their child is absent during events. Using PEF will help support/target these parents in a different way.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
Priority 1	£3000	0.1 PEF Match (0.2) to increase 0.3 post to 0.5	Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. <i>Additional staffing cost will allow for interventions to be carried out for specific learners.</i>	Please indicate what evidence you are going to collect to show impact and progression. <i>Pre/post results of interventions</i>
Priority 2	£3000	Mind Marvels	<i>Growth/Resilience workshops for two groups (8) to raise self-esteem, confidence and initiate problem-solving.</i>	<i>Ability to respond to challenge or barrier. Pre/post survey.</i>
Priority 2	£10,400	Barnardos	<i>To engage with families/chn who are hard to reach to increase resilience and access supports.</i>	<i>Pre/post assessment.</i>

Appendix 1:

When considering your 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	National Improvement Framework
<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 Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy</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</p> <p>PEF INTERVENTIONS</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>EDUCATION AND FAMILIES' PRIORITIES</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 <p>NIF Outcomes</p> <ol style="list-style-type: none"> 1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning

<p>Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance</p>	<p><u>A QUALITY FRAMEWORK FOR ELC</u></p> <p>1 Leadership 1.1 Leadership and management of staff and resources 1.2 Staff skills, knowledge, values and deployment 1.3 Leadership of continuous improvement</p> <p>2 Children thrive and develop in quality spaces 2.1 Children experience high quality spaces</p> <p>3 Children play and learn 3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment</p> <p>4 Children are supported to achieve 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality 4.3 Children's progress 4.4 Safeguarding and child protection</p>	<p>and a culture of dignity and respect for all.</p> <p>7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.</p>
<p>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></p>		
<ol style="list-style-type: none"> 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. 		