

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2021-22**

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| **School:** | Chryston Primary School |
| **Cluster:** | Chryston High School |

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| Improvement Plan Summary | |
| Cluster Priority: | Girfec Refresh |
| School Priority 1: | Raising Attainment & Achievement (Lit/Num) |
| School Priority 2: | HWB, Equity & Inclusion/ ASN |
| School Priority 3: | L&T, Curriculum, Digital Technology |

**Education and Families Priorities**

* **Priority 1: Attainment and Achievement-** **Improvement in attainment, particularly in literacy and numeracy.**

**Improvement Actions**

* Raising Attainment Strategy
  + 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
  + 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
  + This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

**Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people**

**Improvement Actions**

* SAC/ PEF Plan
  + There is a well-established plan for the Scottish Attainment Challenge and Pupil 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 Hub
  + The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

**Priority 3: Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing.**

**Improvement Actions**

* GIRFEC
  + 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
  + 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
  + 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.

**Priority 4: Developing the Young Workforce**- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

**Improvement Actions**

* 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.
* DYW 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.

**Priority 5: Vulnerable Groups**- Improved outcomes for vulnerable groups.

**Improvement Actions**

* 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.

**Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for your plans.

* What action are we currently taking to ensure excellence and equity for all learners?
* Which attainment gaps exist in our cluster/ school?
* What action do we need to take to close these gaps?
* What data will we use to monitor progress?
* What action are we currently taking which will address the four priorities in the NIF?
* How good are our children’s outcomes in these areas?
* What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
* How well are we improving across the 6 key drivers in the NIF?
* School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Parental Engagement
* School Improvement
* Performance Information
* How good are we now? What do we need to improve further?
* Which approaches to change will we use to ensure progress and impact with our key priorities?

**School Vision and Values**

**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.

Parent Council – March 2021

Parent Council – May 2021

**Details of engagement with parents/carers**

**Details of engagement with learners**

Pupil Council – May 2021

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

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| **Education and Families Priorities** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** |
| 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups | 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 | 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information | 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people’s health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people |

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| *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.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.*  *The articles can be found* [*here*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* |  |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life |
| 1. Developing as a community of faith and learning |
| 1. Promoting Gospel Values |
| 1. Celebrating and Worshiping |
| 1. Serving the common good. |

**2021- 22 School Improvement Priority 1**

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| IMPROVEMENT PRIORITY 1: | Raising Attainment and Achievement – specific improvement in writing by increasing pupil engagement, relevance (specific genres – quality of report writing, creative writing, evaluative writing). | |
| Person(s) Responsible  Who will be leading the improvement? | |  |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **5. School Improvement** | **1. Improvement in attainment, particularly literacy and numeracy** | **2.3 Learning, Teaching and Assessment** | **7. Using Evidence and Data** | Choose an item. | Article 28 - right to education |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **3. Parental Engagement** | **5. Improved outcomes for vulnerable groups** | **2.2 Curriculum** | **1 Early Intervention and Prevention** | Choose an item. | Article 3 - best interests of the child |
| Choose an item. | **4. Assessment of Children's Progress** | **2. Closing the attainment gap between the most and least disadvantaged children** | **3.3 Increasing Creativity and Employability** | **4. Targeted Approaches to Literacy and Numeracy** | Choose an item. | Article 13 - freedom of expression |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **10. Engaging beyond the school** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **1 (a)**Most children and young people (at least 75% - 91%) will be identified as on track to achieve relevant level of writing with reference to relevant CfE Achievement of a Level.  Children and young people already identified as ‘requiring challenge’ *(purple Progress and Achievement)* are supported and challenged to | Revised whole school policy on writing.  ***School Improvement Team #1***  Curriculum review specific to improving writing through   * Relevance * Differentiation * Personalisation & Choice * Relevant texts/themes * Engagement & motivation * IDL related to improving writing * Digital Literacy   Use of IT and digital learning opportunities  School Writing Fayre/Conference (with DYW links):   * + - Local authors     - Journalists     - Sports Writers     - Etc.   Celebrating success (displays/assemblies)  Introduce pupil led school newspaper/blog/magazine  Talk for Writing (test of change initiative | SNSA data  ACEL data  Tracking & Monitoring data  Classroom/Learning Visits  Pupil work sampling  Pupil views  Staff views  Parent views | October 2021  January 2022  May 2022 |  |
| **1 (b)** Identified group of learners (red) find out the gap/trend if any (boys/FME/ASN) supported to further improve their writing skills. | Improved/more frequent use of ICT to support learning  Parent Partnership Initiative – Literacy (reading and writing  SAM Team  CST  CHS Partnership  Small group work/1:1 support (teaching staff and support staff)  Use of PEF – literacy engagement initiative in partnership with | Scottish Criterion Scale of Writing  Targeted tracking & monitoring  ACEL data  SNSA data | October 2021  January 2022  May 2022 |  |
| **1 (c)** Most children and young people (at least 75%) can consistently read and spell all stage appropriate/identified words. | Grammar programmes  Parental Partnership communications  Action word programme  NLC active learning strategy  Identify alternative spelling approach for children identified in need of support | Single work spelling test (P3-P7)  Tracking & monitoring data | October 2021  January 2021  May 2021 |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  PEF interventions – circa £5,000 | | | | |

**2021-22 School Improvement Priority 2**

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| **IMPROVEMENT PRIORITY 2:** | **Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing.** | |
| **Person(s) Responsible**  Who will be leading the improvement? | | **Targeted Interventions lead by acting PT for HWB** |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **3. Improvement in children's and young people's health and wellbeing** | **5. School Improvement** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.3 Leadership of Change** | **2. Social and Emotional Wellbeing** | Choose an item. | Article 3 - best interests of the child |
| Choose an item. | Choose an item. | **5. Improved outcomes for vulnerable groups** | **3.1 Ensuring wellbeing** | **11. Professional learning and leadership** | Choose an item. | Article 12 - respect for the views of the child |
| Choose an item. | Choose an item. | Choose an item. | **3.2 Equality and Inclusion** | **6. Differentiated Support** | Choose an item. | Article 28 - right to education |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **10. Partnership Working** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **2 (a)**  **CPS achieves the Rights Respecting Schools Bronze Award by March 2022** | **School Improvement Team #2**  (i)Agree & confirm programme for accreditation – reviewing relevant school policies as appropriate to incorporate RRS and our school values  (ii)Communicate & share understanding with school community (including Parents, Staff, Assemblies, PSHE)  (iii)Further update our Positive Behaviour Learning Policy into a ‘Relationships Policy’ based on nurture principles, Solihull strategies, ACES awareness and incorporate a rewards/celebrating success programme based on strong foundations of equity  (iv)Establish programmes/curriculum based on our school values  (v)Further embed CPS Pupil Council as a platform to provide opportunities to hear, consider and act upon pupil views | RRS accreditation awarded (Bronze)  Positive Behaviour Learning data  Tracking & monitoring (behaviour, effort)  Attendance & late-coming data  People’s views (staff, pupils, parents)  Observing learning  CPS Parliament minutes of meetings/white papers | March 2022  October 2021  Established August 2021 – Monthly review |  |
| All school staff, children and community are familiar with the values of Chryston Primary by April 2022 | School Improvement #Team 2   * Audit awareness of school values and aims with all stakeholders. (Pre working group) using Microsoft Forms * Consult with all stakeholders to revise vision, values and aims of our school. | * Community views (staff, pupils and parents). * Chryston Primary Pupil Council meeting minutes. * How Good Is Our School – Resource to support pupil self-evaluation (Theme 1 – Our Relationships). | April 2022 |  |
| Improvement in social, emotional and mental wellbeing for targeted pupils and families. | School Improvement Team training from Speech and Language Therapy (Sarah Bruce) on Lego Therapy and Friendship Terrace   * Analyse SDG results and identify target groups. * Six week block of intervention to be offered. * Implementation of targeted interventions including Seasons for Growth, Nurture Group (garden/ cooking). * Solihull Training for all staff? | * Positive behaviour learning data. * SDQ results * What I Think Tool | SDQ results analysed August 2021  November 2021 |  |
| All staff and partners take due account of the legislative framework related to well-being, quality and inclusion. | * Staff training from psychological services on nurturing principals. * Introduction to restorative approaches to allow relationships to be restored and remain positive. * Targeted use of board maker, SaLT interventions and symbolisation of the environment to further develop inclusive practices. Support from cluster support team. * ASNA to be trained on de-escalation strategies and interventions. | * How Good Is Our School – Resource to support pupil self-evaluation (Theme 1 – Our Relationships). * What I Think Tool | November 2021  September 2021  August 2021 |  |
| All staff are familiar with the Girfec refresh and are able to identify, plan, implement and assess appropriate interventions for children and young people who need more assistance. | * Cluster Improvement Lead to deliver staff training on Girfec pathway focusing on universal, additional and intensive provision and practice. * Further develop practice around Girfec pathway for planning and support. * Girme plans to be shared and consulted on in line with school reporting/ parents’ night events. | * 100% of staff trained and implementing Girfec pathway. * Staged intervention approaches evident in classroom planning and practice. * Learning visits and conversations will show all children that have a Girfme plan are aware of strategies to support learning and can discuss next steps. | January 2022 |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from. | | | | |

**2021-22 School Improvement Priority 3**

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| **IMPROVEMENT PRIORITY 3:** | **Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.** | |
| **Person(s) Responsible**  Who will be leading the improvement? | |  |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **5. School Improvement** | **2. Closing the attainment gap between the most and least disadvantaged children** | **2.2 Curriculum** | **5. Promoting a high quality learning experience** | Choose an item. | Article 19 - protection from violence, abuse and neglect |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **6. Performance Information** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **2.1 Safeguarding and CP** | **6. Differentiated Support** | Choose an item. | Article 28 - right to education |
| Choose an item. | Choose an item. | Choose an item. | **2.4 Personalised Support** | **7. Using Evidence and Data** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | **3.3 Increasing Creativity and Employability** | **8. Employability and skills development** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. | * Revisit audit of pathway carried out in session 2019/ 20. * Create a digital technologies pathway. * Implement pathway pilot, review and create policy. | * Planning Overviews will track planned experiences and use. * Use of Insights on Teams * Learner conversations with pupils * Staff PRD |  |  |
| All staff take responsibility for developing digital literacy across the curriculum. | * Dedicated CLPL opportunities delivered via digital schools team and in house staff development. * Identification of children requiring one to one use of a device to support them in learning independently. E.g. individual specific apps and use of glow immersive reader. | * Staff evaluation of training opportunities. * Tracking and monitoring – review pupils identified as not on track and working out with a class group(red) and provide an I-pad for one to one use. Review termly. |  |  |
| All children have access to whole school internet safety programme. | * Review pilot programme session 2020/21 and adapt where necessary before adding to whole school child protection and safeguarding policy. | * Forward plan review meeting and professional dialogue. * Learning discussions with pupils. * Most children are able to identify how they are able to keep themselves safe online. |  |  |
| Consistent use of Glow as a learning and collaborative environment for all learners and staff. | * Further develop children and staff use of O365. Learning to use more of the features to enhance learning and teaching e.g. Sway, Immersive reader and further tools as it develops. * Successful migration from First Class to Office 365. | * Learning visits * Review Insight data alongside forward plan review meetings and monitoring. * Staff evaluation/ dialogue focusing on Office 356 features. * Peer Observations |  |  |
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| **Resources**  Please include costs and, where relevant, state where cost is being met from. | | | | |

**2021-22 School Improvement Priority 4**

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| **IMPROVEMENT PRIORITY 4:** | **School leadership resulting in improved learning, teaching, assessment and inclusion.** | |
| **Person(s) Responsible**  Who will be leading the improvement? | |  |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **1. School Leadership** | **1. Improvement in attainment, particularly literacy and numeracy** | **1.2 Leadership of Learning** | **1 Early Intervention and Prevention** | Choose an item. | Article 3 - best interests of the child |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **5. School Improvement** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.3 Leadership of Change** | **4. Targeted Approaches to Literacy and Numeracy** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | **2.4 Personalised Support** | **11. Professional learning and leadership** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **12. Research and evaluation to monitor impact** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates/Evidence** |
| **4 (a)**  **Further improving outcomes for young people based on staff leadership centred around learning, teaching, assessment and inclusion** | (i)Leadership framework for staff created and implemented (catalogue of in-house CLPL opportunities based on strengthening leadership capacity.  (ii)Some staff engaged in a professional enquiry programme | Learning observations  Pupil views  Staff views  Statistics, data, findings and outcomes from individual practitioner enquiries | Nov 2021  Feb 2022  May 2022 |  |
| **4 (b)**  **Further improve shared and distributed leadership understanding and opportunities across the school to continuously improve learning and teaching.**  **Appoint Acting PT 1 ASN (PEF funded)/Learning Centre to further support programmes for targeted young people (ASN).** | 1. CLPL opportunities a for staff (staff meetings) 2. Appoint Acting PT 1 | Learning observations  Pupil views  Staff views  Statistics, data, findings and outcomes from individual practitioner enquiries | Nov 2021  Feb 2022  May 2022 |  |
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| **Resources**  Please include costs and, where relevant, state where cost is being met from. | | | | |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT:**

**SAC/PEF ALLOCATION (FTE or resource):**

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2021-22**

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| **Rationale for SAC/ PEF plan** |
| Please provide below detail around your rationale for the SAC plan.  Consider the following: attainment, attendance, exclusion, participation, engagement.  Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people. |
| * Further improve additional and intensive support (HWB and attainment) of targeted groups of young people * Introduce CPS ‘Learning Centre’ to further support inclusion, engagement and attendance * Further support GIRFEC and GIRFMe planning (Universal, Additional & Intensive) |

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| **Costings**  (FTE or resource) | **Focus area -**  **Intervention**  Literacy / Numeracy / HWB | **Intended Outcome**  Please describe your planned use of SAC/PEF allocation and what you intend to achieve. | **Evidence**  Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc) |
| **0.68 FTE (Circa £20,000)**  **Acting PT Inclusion & Support (PT 1) x 2**  **(£7,534)**  **ICT (£3,077)**  **Barnardos (£10,000)**  **Additional Resources (staff/partnership working/materials)** | **HWB/Lit & Num**  **HWB & Inclusion**  **Lit & Num**  **HWB**  **HWB/Lit/Num** | **Additional staffing to support target groups of young people.**  **Additional staffing to support classes.**  **Additional staffing to support our ‘Learning Centre’ initiative (Inclusion, Nurture & ASN)**  **Additional Leadership to support our Learning Centre initiative (Pupil Support, HWB for targeted case load of young people)**  **Investment in ICT resources to further support achievement, attainment and engagement**  **Family support worker to further improve attendance, engagement and achievement of targeted young people.**  **Support Learning Centre Initiative**  **Staff training**  **Other support resources as appropriate** | **Attendance data**  **YARC**  **SNSA**  **People’s views**  **Attendance data**  **SDQ**  **’What I Think Tool’**  **SNSA**  **YARC**  **Engagement data**  **Attendance data**  **Attendance data**  **Attainment data** |