

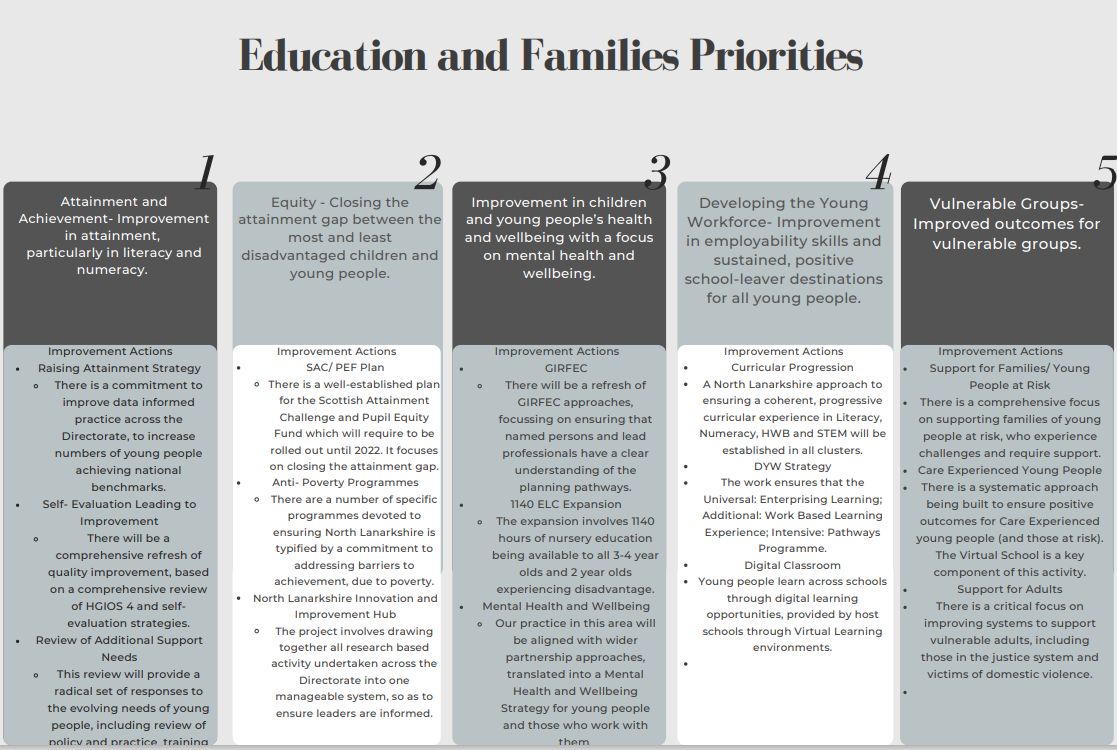
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2022-23**

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

|  |  |
| --- | --- |
| Improvement Plan Summary | |
| Cluster Priority: | To improve attainment data through increased overall attendance in line with NLC target (95%) by May 2023 with a focus on targeted pupils and targeted interventions |
| School Priority 1: | To improve the health and wellbeing of pupils through increased engagement by May 2023 as evidenced in attendance and wellbeing data |
| School Priority 2: | Attainment in writing will increase overall from 82% to 89% by May 2023, as evidenced in teacher professional judgement data from P1-P7 (Particular focus on current P5 (71%) |



**School Vision and Values**

In Chryston Primary, we aim to provide a broad and balanced curriculum within a stimulating and caring environment, promoting positive attitudes and partnerships within the community to ensure that all children meet their full potential-

\* to enable all in our care to reach their maximum potential educationally, socially and emotionally in a safe, happy, secure and trusting environment

\* to ensure that children are given the opportunities to become successful learners through effective learning and teaching based upon clear aims, policies and through a structured learning programme which offers both challenge and support

\* to encourage all children to develop an appreciation of self-worth, respect for themselves and others, in an environment where success is celebrated and promoted, thus encouraging all children to become confident individuals.

\* to strive to create and maintain a positive partnership between parents and the whole school community where each plays a vital role in the development of our children’s moral and social values in order that they become responsible citizens.

\* to foster independence and the development of positive attitudes and self-discipline within an agreed code of conduct, to ensure that all children feel accepted and valued, encouraging them to be effective contributors within their environment and the wider community.

Values-

After consultation with pupils, parents, staff and partners in session 2019/2020 the following shared values were identified.

**- Kindness**

**- Respect**

**- Hardwork**

The current school Chryston Primary is a welcoming place of friendship and safety where all learners work to achieve their full potential in order that they make their best contribution to society

**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)**

**Details of engagement with parents/carers**

Online surveys / Microsoft Forms evaluating school progress linked to SIP 2021/2022

Parental discussions on school improvement during Parent Council meeting

Feedback from parents on their child’s own learning experiences and development

Parental feedback through engagement in social media- e.g., Twitter

**Details of engagement with learners**

Pupil voice groups at assembly – How Good Is OUR School?

Pupil survey on views of school and areas for improvement

Pupil representatives on Pupil Representation Group,

Digital Engagement through Microsoft Teams and forms

Pupil evaluations of learning e.g., parent’s night, reports, jotters

**2022-23 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? | | To improve attainment data through increased overall attendance in line with NLC target (95%) by May 2023 with a focus on targeted pupils and targeted interventions |
| Person(s) Responsible  Who will be leading the improvement? | **Cluster HTs** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 2,3** | | **NIF Driver: 3,5** | | | |
| **NLC Priority: 3,5** | | **QI: 3.1** | | | |
| **PEF Intervention:1,10** | | **Developing in Faith/UNCRC: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?  Analysis of attendance levels indicate that almost all cluster schools are below NLC attendance average (91.5%). All cluster establishments have identified that low attendance/nonattendance has had a negative impact on attainment levels and on the health and wellbeing of children and families. | | | | | |
| **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**.  NLC Family Engagement Officer | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| 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) |  |  |
| **Universal**  Learners will benefit from increased attendance at school with establishments recording an increase in attendance in line with local expected average. (95%) by May 2023 | **School Improvement**  Revised Curriculum Rationale and updated learner pathways to promote increased engagement, participation and autonomy for all learners  Increased opportunities for pupil leadership and pupil voice leading to an increased sense of belonging for all | | **Short Term**  Weekly attendance monitoring  Teacher observations/evaluations  **Medium Term**  Parental feedback  **Long term**  GMWP pre/post HWB data  HGIOS 3.1 | * **Oct 22 Attendance letter 1-** * **Nov GMWP** * **Raising Attainment Strategy Meeting 1 (Oct 22)** |  |
| **Additional**  Identified learners will benefit from targeted interventions and procedures with attendance rising from 80% to 90%by May 2023 | **Parent/Carer Involvement and Engagement**  Improvement in wellbeing and attendance through support of GIRFEC pathway. Interventions to increase engagement and participation as appropriate. | | **Short Term**  Weekly attendance monitoring  Teacher observations/evaluations  **Medium Term**  Parental feedback  GIRFEC pathway staged intervention part 1  **Long term**  GMWP pre/post HWB data  HGIOS 3.1 | * **Oct 2022- 80-90%-** * **Attendance letter 1** * **Single agency Part 1** * **Sept GMWP** * **Raising Attainment Strategy Meeting 1 (Oct 22)** |  |
| **Intensive**  Specific targeted children and families will benefit from intensive support, guidance and intervention to see attendance rise from 60% or below to 80%or above by May 2023. | Engage Family Engagement Officer to support families and school to reduce barriers to attendance.  Establish a Team around the child and identify appropriate interventions and support. | | **Short Term**  Daily attendance monitoring  Teacher observations/evaluations  **Medium Term**  Parental feedback  Team Around the Child meetings  GIRFEC pathway-GIRFMe plans  **Long term**  GMWP pre/post HWB data  HGIOS 3.1 | * **Oct-2022- Below 80%- 12 children** * **HT meetings and GIRFMe-** * **GMWP Sep 2022** * **Raising Attainment Strategy Meeting 1 (Oct 22)** |  |
| **Final evaluation:** | | | | | |

|  |  |  |
| --- | --- | --- |
| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | To improve the health and wellbeing of pupils through increased engagement by May 2023 as evidenced in attendance and wellbeing data |
| Person(s) Responsible  Who will be leading the improvement? | **HT, DHT, PT** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2** | | **NIF Driver: 1, 3,5,6** | | | |
| **NLC Priority: 3** | | **QI:1.3, 3.1** | | | |
| **PEF Intervention:1, 2, 7, 10, 11** | | **Developing in Faith/UNCRC: 6/24** | | | |
| 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?   * Analysis of attendance information shows 90% attendance in 2021/2022 at Primary 3 level (this year’s P4). * Staff Self-evaluation demonstrated reduced scores in ensuring wellbeing, equality and inclusion (3.1) * After two years of very rigid routines due to Covid, increased opportunities for pupil leadership, personalisation and choice, personal achievement, and pupil voice are key areas to increase pupil wellbeing. Across the Family Group, all schools report that pupil wellbeing and engagement has been affected over the past few years. * Opportunities for autonomy and leadership have been restricted over the past few years due to Covid. Pupil voice discussions highlight the need to increase leadership opportunities throughout the school. | | | | | |
| **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**.  Bernardo's- £10,400  Achieve More Scotland- £12,000  Emotion Works - £2,800  2 additional FTE – Buy one teacher, get additional FTE funded – used to support targeted nurture and HWB interventions/support | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Learners will benefit from being more rights aware in all aspects of school life and the achievement of Bronze Rights Respecting School Award status | **Teacher Professionalism**  Establish Action Plan for Bronze/Silver RRSA Status. Teaching and learning about rights. Teaching and learning through rights. Being ambassadors for the rights of others  All classes will identify Rights Knights champions to ensure pupil voice  Key staff member identified to lead initiative | | **Short Term**  Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to.  **Medium Term**  Class monitoring highlights a strong focus on rights agenda - Feb  **Long Term**  Positive Impact of on school life is evident through ethos of inclusion- rights are respected  Bronze RRSA award achieved by March 2023 | **Nov 2022- Plan** |  |
| Learners will benefit from HWB interventions as a result of analysing a range of wellbeing data/observations to make accurate professional judgement in HWB | **Performance Information**  Teacher CLPL in supporting Autistic learners  Targeted family interventions to support wellbeing. - Solihull  Allocate PEF expenditure to support target group of pupils in social and emotional health through working with Bernardo’s.  Implementing high quality HWB learning experiences supported through Emotion Works and Healthy Schools Pathways | | **Short Term**  Teacher Observations  Learner conversations will support baseline judgement for HWB - Nov  **Medium Term**  Raising Attainment Strategy/Planning meetings (Termly)  Building in opportunities for professional dialogue to support HWB professional judgment  **Long Term**  Outcome Stars pre/post assessment Nov 2022/April 2023  Progress and Achievement data Feb & May 2023  HGIOS 3.1 self-evaluation |  |  |
| Improve engagement of 14% (8 pupils) in P4 through increased attendance of pupils from below 86% to NLC target of 95% | **School Leadership**  Allocate PEF expenditure to support target group of pupils in social and emotional health through working with Bernardo’s  Target group for intervention Achieve More  HT to deliver Solihull group in school to parents  Engage in partnership with Family link officer | | **Short term**  Attendance data ongoing monitoring of target group  **Medium Term**  Outcome Star for target pupils (Oct 2022-Jan 2023)  **Long Term**  1.3 HGIOS self-evaluation  Learner feedback-May 2023  Parent feedback-May 2023  Teacher feedback-May 2023 |  |  |
| **Final evaluation:** | | | | | |

|  |  |  |
| --- | --- | --- |
| Priority 2: Long Term Outcome  What do you hope to achieve? What is going it change? For whom? By how much? By When? | | Attainment in writing will increase overall from 67% to 76% by May 2023, as evidenced in teacher professional judgement data from P1-P7 |
| Person(s) Responsible  Who will be leading the improvement? | **PT and DHT** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 3,5** | | **NIF Driver:2,4** | | | |
| **NLC Priority:1,2,5** | | **QI:2.2, 2.3, 3.2** | | | |
| **PEF Intervention:1,4,5,6,7** | | **Developing in Faith/UNCRC: 2/28** | | | |
| 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?  Analysis of ACEL data indicates that pupil attainment levels in writing, across the school, are below expected averages for the specific school context. Across the school, 64% of our pupils reaching expected levels, compared to 70% (Nationally) and 71% (LA). The gap is the greatest at P2, P3 and P4 with 52% of our pupils in P2 reaching expected levels, 44% of our pupils in P3 reaching expected levels and 38% of our pupils in P4 reaching expected levels. | | | | | |
| **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**.  Talk for Writing CLPL- £ TBC  NLC Active literacy courses  Cover for classes to release staff to drive improvement | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| 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) |  |  |
| Pupils at all stages will benefit from improved pedagogy in writing.  Pupils will benefit from increased engagement using digital pedagogy and digital resources in writing.  Pupils will benefit from more effective strategic approach to assessing writing to ensure effective target setting | **Teacher Professionalism**  CLPL opportunities for all staff will improve knowledge of best pedagogical practice.  All staff to assess writing using newly developed writing criteria.  CLPL opportunities for all staff will improve knowledge of writing pedagogy with shared understanding of expectation across the CfE levels | | **Short Term**   * Improved Teaching and Learning of writing observed in class visits   **Medium Term**   * Termly Assessed writing using revised writing criteria based on CfE Benchmarks. * Teacher Professional Judgement in December and May * Moderation of writing within school and across the cluster in November and February. * HGIOS Self-evaluation 2.3 and 3.2   **Long Term**   * Pre and post questionnaires will evidence increased confidence in teaching writing * HGIOS 2.2 refreshed curriculum in writing |  |  |
| Increase attainment in writing for all pupils in P4-7  By 8% in P4, 55 % of pupils on track to 63 % of pupils on track  By 17% in P5, 50% of pupils on track to 67% of pupils on track  By 11% in P6, 63% of pupils on track to 74% of pupils on track  By 14% in P7, 63% of pupils on track to 81% of pupils on track | **Curriculum and Assessment**  Improved writing pedagogy will be embedded in P4, 5, 6 and 7.  Baseline assessments will show key focus for the class and targets will be set for each unit.   * Shared writing: use model texts to develop vocabulary, comprehension, writer’s craft, co-construct a piece of writing * Independent writing: write independently, progress assessed   Increased opportunities for moderation at Early, First and Second level to ensure consistency and quality of pedagogical approaches.  Literacy consultation to support staff consultation process and ensure effective support  Parent workshop to support engagement and partnerships with parents/carers. | | **Short Term**   * Ongoing assessment by Class Teacher * Development of peer support resources * Staff evaluation/consultation * Learner feedback   **Medium Term**   * Termly Assessed writing using revised writing criteria * Teacher Professional Judgement in November and May   **Long Term**   * Assessment of pre/post intervention writing * Pre/post pupil surveys on engaging in writing * Parental feedback |  |  |
| **PEF**  Increase attainment in writing for pupils in receipt of Free Meals May 2023.  By 22% in P3, 44% of pupils on track to 66% of pupils on track – 4 children.  By 21% in P4, 38% of pupils on track to 69% of pupils on track – 8 children**.** | * PEF supporting target groups of children from P1,4 and 7 during all taught writing sessions * PT to increase parental engagement in pupil learning of target groups through planned events, workshops and informal meetings Feb 23 | | **Short Term**   * Ongoing formative assessment by PT facilitated out of class through additional FTE * Ongoing Learner Feedback   **Medium Term**   * Termly Assessed writing using writing revised criteria * Teacher Professional Judgement in November and May   **Long Term**   * Assessment analysis of pre/post writing * Pre/post pupil surveys on engaging in writing * Parental Feedback |  |  |
|  |  | |  |  |  |
|  |  | |  |  |  |
| **Final evaluation:** | | | | | |

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**EQUITY PLAN 2022-23**

PEF allocation- £79,625

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for EQUITY plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing 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.  Chryston Primary is a non-denominational School located on Lindsaybeg Road in Chryston, North Lanarkshire. The school roll in November 2022 was 367 pupils in total and the school roll has been on a steady incline over the past few years because of increased housing in the catchment area. The senior leadership team consists of Acting Headteacher, Acting Depute Headteacher and a Principal teacher. Analysis of school data highlights improvement areas of health and wellbeing and literacy with a particular focus on writing.  Staffing for 2022/2023 is 17.41 FTE core teaching staff and Pupil Equity Fund (PEF) has supported an additional 2x FTE teachers (buy one get one free).  There are 14 classes in total, 6 of which are housed within modular accommodation in the playground to accommodate rising roll in advance of the new school which is scheduled for completion by August 2023.  SIMD categories 1 and 2 account for 1% of children residing in these lower deciles and 42% reside in SIMD 3 and 4. Therefore, the school has been awarded **£61,250** from the Scottish Government ‘Pupil Equity Fund’. There is a carry forward of £9,716. Strategic plans to close the poverty related attainment gap have included the procurement of two additional teachers (one paid for through PEF funding and one additional allocated from NLC)  The majority of our pupils live locally in Chryston/Muirhead area, with 52 children who travel to school by bus from Mount Ellen/Stepps.  11% of our pupils have free school meal entitlement and 12% access clothing grant. 2% of our pupils are care experienced.  We have double stream classes across the school from P1-7 except 1 composite class at P2/3.  We have a classroom assistant and Learning Assistants with the following hours 1x 27.5 hrs, 1x 25 hours, 1x 22.5 hours and 1x 15 hrs.  Improvements in attendance since last year are remaining consistent and are now above local authority target at 93.9% overall attendance. This is despite an increase in absence due to COVID anxiety.  Pupil Equity Fund (PEF) expenditure on a Raising Attainment Team consisting of- PEF Teachers (2 FTE buy one get one free), The school supports inclusion and has reported 1 exclusion in the past year. Major demographic changes have taken place for the school and the school role has increased significantly.  10.6% of families have qualified for free school meals and 12.3% for clothing grants. Positive steps have been taken over the past few years to promote applications for free school meals and clothing grants of eligible families.  Achieving excellence and equity are central to the school and nursery vision and improvement agenda. Staff have high expectation of all learners.  The following PEF Plan is based on the analysis of robust data and that highlights the following key points-   * Wellbeing of P2 and P4 has been most affected by COVID pandemic and establishment closures and is the priority target groups for intervention and PEF   Allocation.   * Overall P1 ACEL data has been decreasing over the past 3 years. . * ·Consultation with pupils and families highlight the positive impact that sessions with Achieve More Scotland have on wellbeing and advocate the continuation of this service as it also gives equitable access to physical activity and sport. * Targeted family support as been implemented from Bernardo’s who have targeted 9-11 families over the past year. | | | | |
| **Link to Improvement Plan** | **Detailed Costings**  Approx costings in August 2022 | **Outcomes/Expected Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve | **Priority/Description** | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression |
| **Priority 2**  Increase attainment in writing for pupils in SIMD 1 and 2 by May 2023 (including FME).  .  **CST AUG-OCT**  **OCT onwards- school support teacher**  **Review Dec 2022** | ***Raising Attainment Team***  ***PEF Teacher 1FTE***  ***(To support targeted interventions)***  **Achieve More Scotland-£13,725** | * Narrow reading gap of 2 children in P4 from 3 years behind to 2 years behind NLC reading standard by May 2023. * Narrow reading gap of 2 children in P4 from 2 years behind to 1 year behind NLC reading standard by May 2023 * Narrow reading gap of 3 children in P4 from 2 years behind to 6 months behind NLC reading standard by May 2023 * Increase P1 overall ACEL attainment from 67% to 79% y May 2023 * Increased outdoor activity and sports during interval and lunchtime. * Targeted HWB interventions for pupils finding engagement and regulation difficult | * Three sessions of Read, Write Inc literacy intervention per week delivered by additional class teacher * PEF supporting target groups of children during all taught writing sessions using new pedagogical approach * Three weekly support sessions from Cluster SAC resource teachers * Additional support for targets groups of children during all taught writing sessions using new pedagogical approach * Three weekly support sessions from Cluster SAC resource teachers * Universal and Additional support targets groups of children during all taught writing sessions using new pedagogical approach * Provide equitable access to physical activity and sports for all through organised daily lunchtime activities and weekly outdoor PE with sports coaches * Provide HWB support to pupils who are highlighted as a concern on through pupil progress meetings   **School Leadership**  Allocate PEF expenditure to support target group of pupils in social and emotional health through working with Bernardo’s.  Continue to work in partnership with cluster to support families in setting good routines for school attendance and establishing good relationships with school. | * Pre/Post YARC Assessments * Read, Write Inc Assessments * Termly PM Benchmarking * Teacher Professional Judgement in December and May. * Pre/Post YARC Assessments * Termly PM Benchmarking and PIRA Assessments. * Teacher Professional Judgement in December and May * Termly Assessed writing using Chryston PS writing criteria * Teacher Professional Judgement in December and May * Pre/Post YARC Assessments * Termly PM Benchmarking and PIRA Assessments * Teacher Professional Judgement in December and May * Termly Assessed writing using Chryston PS writing criteria * Teacher Professional Judgement in December and May * Pre/Post YARC Assessments * Termly PM Benchmarking and PIRA Assessments * Teacher Professional Judgement in December and May * Ongoing assessment/ benchmarking * Observation of pupil learning * Moderation of writing with cluster schools * Teacher professional judgement December and May * SNSA * Pupil/ Parent surveys * Tracking of pupil HWB (GMWP) * Minimal violent incidents recorded * Attendance data   **Short term**  Attendance data ongoing monitoring of target group  **Medium Term**  Outcome Star for target pupils (Oct 2022-Jan 2023)  **Long Term**  1.3 HGIOS self-evaluation  Pre/Post GMWP (Sept/April)  Learner feedback-May 2023  Parent feedback-May 2023  Teacher feedback-May 2023 |

**EQUITY CHECKPOINT 1: JANUARY 2023**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority** | **What is going well? (Impact)** | **How do you know?**(**Evidence**) | **Describe any changes you have made/will make to your Equity plan** | **Support required? Next steps** |
|  |  |  |  |  |

**EQUITY CHECKPOINT 2: MAY 2023**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority** | **What is going well? (Impact)** | **How do you know?**(**Evidence**) | **Describe any changes you have made/will make to your Equity plan** | **Support required? Next steps** |
|  |  |  |  |  |

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  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 | 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   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**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information |
| **PEF INTERVENTIONS**   1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact |
| **Education and Families Priorities**   1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups |
| **Developing In Faith**  ***Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.*** | | |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life  2. Developing as a community of faith and learning  3. Promoting Gospel Values  4. Celebrating and Worshiping  6. Serving the common good. | | |