

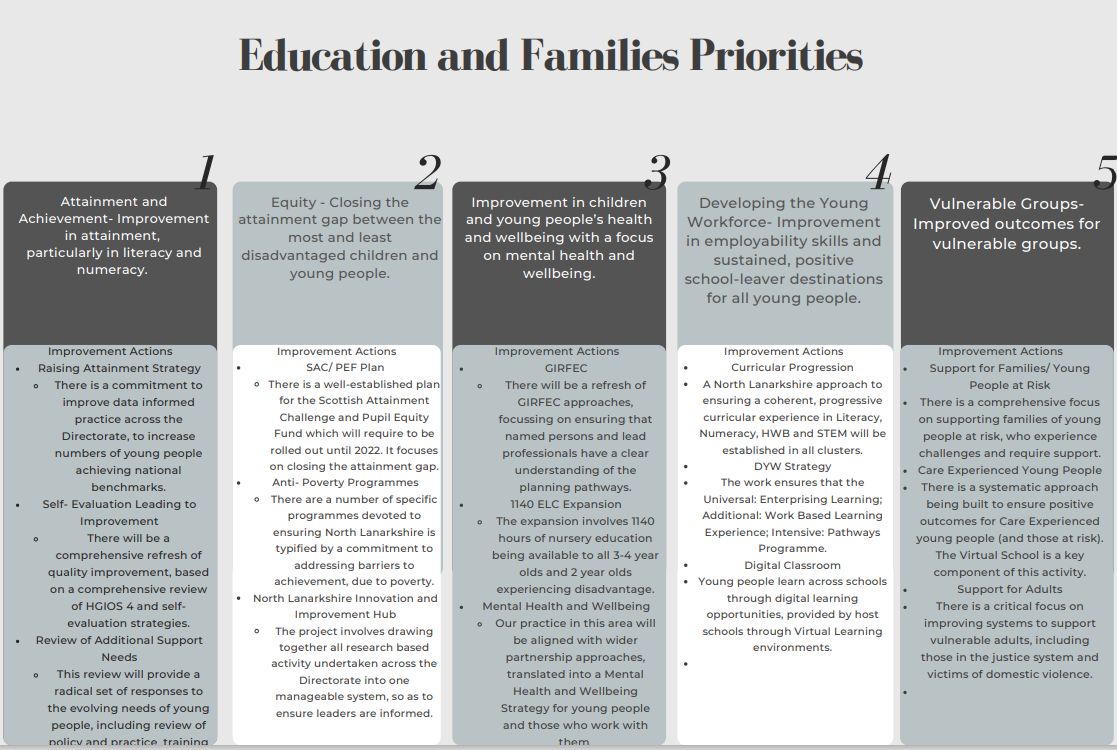
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2023-24**

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| **School:** | Chryston Primary School |
| **Cluster:** | Chryston High School |
| **Head Teacher:** | Jilly Moffat |

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| Improvement Plan Summary | |
| Cluster Priority: | Learning, teaching and assessment in writing  Supporting learners (attendance and transitions) |
| School Priority 1: | Learning, teaching and assessment |
| School Priority 2: | Our Curriculum: Vision, Values and Aims & Curriculum Rationale |

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**School Vision and Values**

Our Vision, Values and Aims are currently being reviewed. We started this process in March 2023 and aim to finalise our Vision, Values and Aims in term 1 of session 23-24. Our curriculum is being reviewed as part of this process also.

**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)**

* Stakeholder consultation pupils, parents and staff Feb 2023
* VVA Consultation March 2023 (Staff and parents)
* SIP Parent consultation March 2023
* HMI stakeholder consultation April 2023 with pupils, staff, parents and partners

**2023-24 Improvement Plan**

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| Cluster Priority: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | Improve learning, teaching and assessment in writing through moderation opportunities in the cluster.  Supporting learners through improved attendance and robust transitions at P7-S1 stage. |
| Person(s) Responsible  Who will be leading the improvement? | **HTs Cluster schools, CIL Vicky Madigan, Lisa Acting PT Gartcosh Primary School** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:** | | **NIF Driver:** | | | |
| **NLC Priority: 1, 5** | | **QI: 2.3, 3.1** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  N/A | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?   * Transitions to high school need to be robustly planned in order to support learners appropriately. Enhanced transition to be in place from P6. Qualitative observation data from teachers, parents and children supporting the need for this. * Attendance data evidencing a high volume of term time holidays, attendance level below target of 95% across cluster schools. * Attainment data in writing across clusters schools lower than all other organisers. Consultation with staff evidences a request for moderation opportunities and attainment data evidencing need for moderation opportunities in school and across the cluster. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2**  **(Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
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| **Final evaluation:** | | | | | |

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | Our Curriculum: Vision, Values and Aims & Curriculum Rationale  **Our aim is to develop a Curriculum Rationale, unique to our school, to ensure the most appropriate curriculum for our learners**  We are committed to ensure appropriate learning activities are facilitated for all learners at Chryston Primary School. By identifying what makes us unique, revisiting our vision, values and aims, and developing a curriculum rationale that will be the foundation stone upon which we build our curriculum we will ensure appropriate, high quality learning opportunities. |
| Person(s) Responsible  Who will be leading the improvement? | **Jilly Moffat HT, Staff, Children, Parents and partners** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:** | | **NIF Driver:** | | | |
| **NLC Priority: 1 - 5** | | **QI:** 1.2 Self-Evaluation for Self-improvement, 1.3 Leadership of Change, 2.2 Curriculum , 3.2 Raising attainment & achievement | | | |
| **PEF Intervention:** | | **UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?   * V,V, A required a refresh following substantial change in the leadership and dynamic of the school. The curriculum rationale requires to be refreshed following a time of change for the school and the school community. A recent HMI inspection also identifies this as a need. Recent consultation evidenced that not all stakeholders in the community were familiar with the V, V, A of the school and our aim is to make this central to the life and the work of 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**.  **House System resources launch à House Tokens, House Token Collector, House Rewards, Values launch, Values Award certificates.** | | | | | |
| **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) |  |  |
| Increased consultation, leadership and ownership for pupils in learning and life of the school.  Developing sense of community and belonging across all stakeholders. Increasing pupil and parental engagement. | **Self-Evaluation for self-improvement**  -Pupil focus groups using HGIOURS focusing on the Curriculum and the V, V, A. (by September 2023)  -House group Pupil workshops about the V, V, A (by September 2023)  -House group workshops on to identify the theme of our House System and name the House groups.  (September 2023)  -Collate consultation of parents, pupils and staff and identify new school values. (by October 2023)  -Feedback to whole school community following recent HMI and self-evaluation about strategic direction of the school. Hold 2 parent sessions – What’s next…?  (By September 2023) | | **Data**  Data collected from the HGIOURS consultation will be used to inform next steps in developing pupil voice and active participation. Parent surveys will indicate an increase in engagement with the school.  **Observations**  Staff will regularly refer to the identified areas in the AIR and will add to document in staffroom building up ongoing evaluation.  **Views**  Views and reflections will form self-evaluation of current practice and stakeholders will report feeling that they actively engage in decision making throughout the school. Planned opportunities for self evaluation will be planned in QA calendar. |  |  |
| Children will be able to identify and refer to the values in our school.  Achievements will be celebrated as part of our Values and House System.  The Vision, Values and Aims will be visible throughout the school and classrooms.  The Vision, Values and Aims will be a central part to assemblies.  Parents will be aware of the V, V, A of our school. | 1. **Leadership of Change**   **-**In collaboration with the whole school community develop and promote a shared Vision, Values and Aims of our school. This will be through focusing our assemblies on our V, V, A.  (By June 2024)  - Supporting our learners to understand the V,V, A through the 4 contexts of learning.  (By June 2024)  - The vision will be translated into daily actions through the articulation of the values of our school. These will regularly be referred to throughout all aspects f school life.  (By June 2024)  -Introduce Values Awards certificates at assembly.  (By August 2023) | | **Data**  Staff will engage and become familiar with our school level data which is crucial in understanding our context (eg SIMD levels, EAL, ASN).  **Observations**  All staff will engage in professional dialogue focusing on our personal and shared educational values.  SLT will report that there is a renewed focus of the 4 contexts of learning in forward planning meetings.  Renewed values will be visible and referred to in informal conversation, interactions and teaching throughout the school.  Children will regularly refer to our core values and these will be present throughout our school environment. Our values will be branded throughout the school.  **Views**  All stakeholder views will contribute to the creation of our Vision, Values and Aims and refreshed Curriculum Rationale. |  |  |
| There will be a shared understanding about our Curriculum Rationale.  Children will experience high quality learning and teaching across the 4 contexts of learning.  Increased opportunities for celebration of learning and target setting.  Children’s Rights will be central to our curriculum and approach to learning and wellbeing.  Increased engagement from children throughout the school through play based approach to learning and skills progression.  Increased teacher autonomy and leadership in developing their curriculum. | **2.2 Curriculum**  **Curriculum Rationale**  **-**Staff sessions engaging with the refreshed CFE narrative from Education Scotland.  -Protected staff time to engage with thought papers ‘Learner Pathways: A key to successful Curriculum Design’ and ‘interdisciplinary learning’ thought papers.  -Review our progression of skills development for skills for life, learning and work.  -Introduce class assemblies  -Introduce focus weeks (DYW, STEM, HWB, Literacy, Numeracy).  -Review our curriculum progression of digital skills.  -Self evaluation of our curriculum across the 4 contexts of learning, establishing community links to support this.  -Developing refreshed Curriculum Rationale with themes of nurture, learning for sustainability and equality permeating throughout this.  - Engage with national practice guidelines to permeate digital learning throughout the curriculum.  **RRS Journey**  -Continue on our RRS schools journey.  Apply for bronze award.  -Introduce Children’s Rights at weekly assemblies  -RAG rate each descriptor and record in the RAG column for the action plan for silver.  -Complete the action plan for silver  -Continue to develop RRS pupil group  (by June 2024)  - Fortnightly meetings  **Play based learning**  -Develop our approach to play based learning in Primary 1 and 2 through developing the classroom, resources and teacher leadership of the curriculum.  -Engaging with national practice guidelines.  -Develop the use of our activity area to support play based learning.  -Planning of activity area  -Use of targets  -Introduce skills based learning on a Friday afternoon to replace golden time. | | **Data**  Staff engage with whole school attainment data in dialogue about our curriculum rationale to determine priorities and understand our context.  **Observations**  Staff will be able to refer to our Curriculum Rationale during forward planning dialogue and Quality Assurance processes.  Staff will engage in self-evaluation on Curriculum Design, IDL and planning across the 4 contexts of learning.  Partnerships will be formed in the community to enhance outcomes.  Learning Environments will change/adapt to reflect understanding of how young children learn  Children’s engagement, across and throughout the Early Years, will be high as measured by Leuven’s Scale for Involvement  High quality interactions with children will be observed during observations/team teaching time  **Views**  Views of all stakeholders will be gathered  Teachers can discuss professional reading and how it has influenced their philosophy  Children can talk about their shared ownership of the Learning Environment |  |  |
| Increased opportunities for pupil leadership throughout the skills increasing pupil participation and ownership.  Developing a sense of belonging and community in the school through development of House System. | **3.2 Raising Attainment and Achievement**  -Create pupil leadership roles through introduction of House Captains, Rights Respecting Knights, DLOLs, Sports Captains, Playground pals, Lunchtime helpers.  -Develop the House System through the introduction of House Spirit sessions, House Competitions and celebrations.  -GMWP data will be collected annually to provide information on children’s wellbeing and views about school. | | **Data**  GMWP will show a positive shift in wellbeing of pupils.  Data will demonstrate increased engagement from pupils.  **Observations**  The ethos and the culture of the school will be more positive through increased participation from pupils.  **Views**  Children will be consulted on meaningful decision making in the school through the role of these leadership groups. |  |  |
| **Final evaluation:** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | Learning, teaching and assessment  **Raise attainment and achievement through developing effective and consistent approaches to teaching and learning.**  **Focus on Learning, Teaching and Assessment will ensure provision of high quality learning experiences for all young people, enabling children to maximise their successes and achievements and reach their potential at school.** |
| Person(s) Responsible  Who will be leading the improvement? | **SLT, Authority input, CIL,** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 3, 4, 5** | | **NIF Driver: 2, 4, 5, 6** | | | |
| **NLC Priority: 1** | | **QI:** 1.1, 2.3, 2.4, 3.2 | | | |
| **PEF Intervention:** | | **UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Data gathered through the HMI process evidenced that staff did not feel moderation activities were supporting them to make sound professional judgements. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| An improvement cycle of planning, tracking and staged intervention established.  On-going, consistent focus on raising standards and supporting staff development and confidence.  Calm, consistent and purposeful learning environment which will permeates all learning experiences.  Improved learning experiences and a shared expectation of teaching and learning. A shared relentless focus on raising attainment. | **2.3 Learning, Teaching and Assessment**  - Establish and implement a robust Quality Assurance calendar. This will include CLPL whole school overview for curriculum for teaching staff and support for learning workers.  - Develop our approach to becoming a Nurturing School. Learning Environment expectations around whole school shared and agreed by the staff team.  -Staff CLPL sessions on differentiation, challenge and pace.  Professional dialogue around Carol Tomlinson’s research on differentiation and strategies.  -Staff CLPL sessions on clear LI and SC.  -Teacher learning Community model to review use of Aifl strategies across the curriculum.  -CLPL sessions and professional dialogue supporting all teachers to engage with the Benchmark Statements.  -Learning and Teaching Visits to peers focusing on criteria of 2.3.  -Development, and introduction of Learning and Teaching Policy in collaboration with all staff.  -Review long term and short term planning formats.  -Introduce progression frameworks for Numeracy and Maths, Literacy and Digital learning.  -Pupil learning conversations built into QA calendar focusing on QI 2.3. | | Observations  Within lessons, this will be evident through observation, particularly in relation to high levels of pupil motivation and engagement.  This will be evident through lesson observations and learning conversations with pupils, where they should be able to identify ‘what they have really had to think about’ within a lesson.  Learners will experience an appropriate degree of pace.  Lessons and activities will incorporate an appropriate level of challenge.  Learning activities should be appropriately differentiated to meet the needs of all.  In classrooms a skilful use of questioning, carefully planned individual / small group teaching input, differentiated resources, varying levels of scaffolding / support, use of inclusive technologies, etc. Such differentiation will be evident through class observations and the outcomes of learning experiences.  **Views**  Staff will report increased confidence in implementing strategies to effectively pace, differentiate and challenge learning.  Learner conversations - Children will report that they experience this in their learning.  Consultation with children, staff, partners and parents regarding development of learning and teaching policy.  **Data**  Improved attainment data |  |  |
| Regular review cycle of staged intervention support for every child.  Timely interventions that are measured appropriately. | **2.4 Personalised Support**  -Girfmes and Target setting CLPL session with Vicky Madigan CIL  -New staged intervention system established through QA calendar  -Staged intervention hours allocated on WTA | | **Observations**  Inclusive strategies across the school  Targets being planned for  **Views**  Parent, pupil and staff views  Partnership agency views  **Data**  Effective use of attainment data to identify barriers to learning.  Use of data to plan interventions. |  |  |
| Streamlined approach with an agreed shared standard of expectations. Quality suite of assessment evidence and data to inform next steps. A consistent approach to learners’ experiences and assessment approaches. More authentic moderation opportunities.  Improved staff understanding of their learners’ socio-economic background, life experiences and the impact on their learning. Staff utilising data more confidently to inform support for learners.  Beginning to build a picture of individual and cohort attainment over time. More specific tracking of particular groups of children is in place. Staff will have greater confidence and ownership of appropriate interventions in children's learning. | **3.2 Raising attainment and achievement**  -Establish and implement a Whole School Assessment Framework in August 2023. Introduce summative assessment consistently across the school.  (By August 2023)  - Tracking conversation guidance and fact, story, action approach will be introduced August 23  - All staff taking ownership of data to inform practice through CLPL of fact, story, action approach to data analysis, coach and mentor staff through this through CLPL sessions and tracking meetings.  -Establishing consistent use of formative assessment strategies  Co-constructing success criteria  -Tracking progression and analysing data | | **Observations**  Improved staff confidence in approach to assessment  Increased ability to engage with assessment data and assessment dialogue  **Data**  Robust assessment information gathered  Robust analysis of assessment information in order to plan for future interventions |  |  |
| **Final evaluation:** | | | | | |

**nOrth Lanarkshire Council**

**PEF ALLOCATION: £** £61,250

**Education & FAMILIES**

**EQUITY PLAN 2023-24**

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| **Rationale for EQUITY (PEF) plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression. |
| **L, T , A** | **£20,000 March – June 2023 Teacher**  **£40,000 Teacher August to March (Buy one get one free match funding from authority)**  **PEF budget fully spent for the session** | **Attainment**  PT working with targeted groups of children in Primary 4 and 5 to improve levels of attainment in reading.  (data to support rationale à tracking in literacy evidencing dip in primary 4)   * Primary 5 targeted group of 12 children (6 SIMD 3 pupils, 1 SIMD 2 pupil) * Primary 5 cohort targeted with Pedadogy practitioner for 2 slots a week to improve attainment in writing – ACEL data indicates lowest throughout whole school * Primary 4 targeted group of 9 pupils (7 pupils SIMD 3/FME) * Term 3 review   **Improving HWB, reducing exclusions and improving engagement**   * Buy one get one free (John F – HWB role and targeted PEF HWB interventions) * Implement Forest schools project with targeted groups of pupils in Primary 3, 5 and 7   Primary 5 group – group of 12 pupils (5 SIMD 3/FME) 7 pupils identified as barriers to equity SIMD 4  Primary 7 group of 14 pupils – 13 of these pupils are SIMD 3/FME   * Targeted interventions supporting children’s emotional wellbeing and engagement in school such as anger intervention, anxiety based interventions and development of a nurture group model. * Equity of opportunity through targeted groups providing HWB opportunities and access to extra curricular clubs – tracking of participation in the life of the school opportunities (Cooking club, sports clubs) * Primary 5 cohort targeted with Achieve More social skills learning experiences   (data to support rationale à GMWP, engagement in school, tracking data) | **Literacy**  **Increased levels of attainment in literacy.**   * Use of SAC to provide targeted intervention 3 times a week * Improve phonetic awareness, ability to blend sounds * Improve ability to recognise and read common words * Improve attainment in writing through daily writing opportunities.   **HWB/engagement/social and emotional wellbeing**  **Improved social skills**   * Use of SAC to provide targeted emotional and wellbeing support to identified groups * Aiming to improve engagement in learning and school and increase motivation * Aiming to improve social skills * Aiming to improve mental and emotional wellbeing * Develop resilience * Increase access to extra curricular opportunities and provide equity of opportunity | * **Yarc assessment pre and post intervention** * **PM benchmarks** * **Read to write tasks** * **GMWP** * **Boxall Profile** * **Engagement scale** * **Observations pupil/parent/staff** |

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:

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| **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. | | |