North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plans

Session 2023-24

School:	Condorrat Primary School/Bun-Sgoil Chondobhrait
Cluster:	Greenfaulds

Improvement Plan Summary	
Cluster Priority:	Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing. Improvement of tracking, monitoring and assessment through cluster moderation to raise attainment.
School Priority 1:	Attainment and Engagement in Numeracy will increase in both streams of the school as follows; Gaelic Stream from 81% to 88% in P4, and from 87% to 93% in P7, and in the English Stream from 64% to 73% in P4 and from 67% to 78% in P7. The number of pupils scoring in the top two bands of the engagement Scale will increase as follows; Gaelic Stream from 66% to 75%, and in the English Stream from 85% to 91%. The attainment Gap will reduce as follows; Gaelic Stream by 5% and in the English Stream by 3%
School Priority 2:	To improve attainment in Reading as follows; Gaelic Stream from 75% to 81% in P4, from 57% to 68% in P5, and from 80% to 87% in P7, and to reduce the attainment gap by at least 6%. In the English Stream from 64% to 73% in P4, and in P6 from 67% to 87% and to reduce the attainment gap by at least 5%. To improve attainment in Writing as follows; Gaelic Stream from 69% to 87% in P4, from 64% to 71% in P5 and from 60% to 80% in P7. English Stream from 55% to 64% in P4, from 53% to 80% in P6 and from 67% to 79% in P7. To reduce the attainment gap by 14% in the English Stream, and by 6% in the Gaelic Stream.
School Priority 3:	To embed a consistent approach to high quality learning and teaching across the school, developing leadership at all levels, and ensuring consistently high levels of pupil engagement.
Nursery Class Priority:	1.Develop leadership of learning through professional engagement and collegiate working 2.Create a robust tracking and monitoring system which is used by staff at all levels to secure improved outcomes for all children.

Education and Families Priorities

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

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 and Improvement 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.

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

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.

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.

School Vision and Values

Bruadair, Creid, Coilean/Dream, Believe, Achieve.

Our Values
This is what is important to us as a school community.

Respect/Urram	Teamwork/Ag Obair Còmhla	Growth Mindset (Resilience)/ Eanchainn Fosgailte
Àrach/Nurture	Coimhearsnachd Toilichte/ A Happy Community	A' Faireachadh Sàbhailte/Feeling Safe

What do we want for the learners at Condorrat Primary?

Our learners are at the centre of all that we do. We want to enable them to become successful learners, confident individuals, responsible citizens and effective contributors, who will attain and achieve to the best of their abilities across all contexts for learning.

How will we achieve this?

Through:

1. Providing high quality teaching and learning experiences in Gaelic and English to motivate, engage and challenge our learners.

2. Promoting the Gaelic language and culture throughout the school, our community and beyond.

3. Having regular discussions about learning with our learners sharing purpose, high expectations of intended learning, the criteria for successful learning, next steps in learning, and links between learning in different contexts.

4. Developing a growth mindset mentality in our school community in order that learners, parents and staff strive to achieve their goals and can overcome challenges that they may face.

5. Knowing our learners as individuals in order to break down any barriers that they may have to learning, and developing their physical, mental and emotional well-being.

6. Promoting a culture of mutual respect between learners, staff and parents to ensure teamwork is strong.

7. Developing creativity, digital learning, higher order and active thinking skills and problem solving skills in our learners to equip them to succeed in life-long learning and work, and to help them make informed choices and decisions.

8. Providing a safe, happy environment where all learners are encouraged and ready to learn.

There will be a strong emphasis on the development of Literacy, Numeracy and Health and Well-Being.

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)

Over the course of a session parents were consulted and informed in a variety of ways about the work of the school for example: parental consultations, newsletters, Twitter, surveys and written reports.
The views of learners were gathered throughout the session in several ways including; surveys, focus groups, Thinking Circles and class visits.

2023-24 Improvement Plan

Cluster Priority : Long Term Outcome What do you hope to achieve? What is going ot change? For whom? By how much? By When?	Learners across the cluster will experience approaches to health and wellbeing that improve and enhance their mental health and wellbeing. All learners will be supported to reach their potential through improved tracking, monitoring and assessment as a result of cluster moderation.
Person(s) Responsible Who will be leading the improvement?	**CIIL and Cluster Chair**

(Please insert the relevant information below using the codes above)	
NIF Priority: Improvement in children's and young people's health and wellbeing. Improvement in attainment, particularly in literacy and numeracy.	**NIF Driver:** School Improvement
NLC Priority: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing. Improvement in attainment, particularly literacy and numeracy.	**QI: 1.4 Leadership and Management of staff** **2.3 Learning, teaching and assessment** **2.4 Personalised Support** **3.1 Ensuring wellbeing**
PEF Intervention:	**Developing in Faith/UNCRC:** Article 39, 28, 29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
The Greenfaulds Cluster recognise that Mental Health and Wellbeing continues to be the most significant barrier to success for many of our children and young people. This has a detrimental impact upon their attendance, achievement, and future prosperity if they do not receive the right support at the right time. We recognise the inextricable link between wellbeing and attendance and as a result a significant element of our approaches to improving attendance will be focused on wellbeing support and family support. Although as a cluster we have rates of attendance above the local authority average when we consider our pupil body as a whole, we recognise that when we consider our most vulnerable groups in isolation there is a clear improvement priority and our attendance gap between SIMD 1-3 and SIMD 7-10 needs to be brought down to at least the local authority average.

Following self-evaluation discussions as a cluster, it became clear that although moderation for learning, teaching and assessment was well embedded within each establishment, the lack of triangulation through cluster wide moderation was an area for development. The moderation process will help to ensure all learners benefit from consistent high expectations which will support planning and next steps. The process will also increase the rigor and accuracy of assessment data, this will in turn improve the quality of learning and teaching and assessment through approaches being matched to the learning needs of the pupils.

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**.
CST Deployment
Community Mental Health and Wellbeing Fund
Circle Resources

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)		
Consistent implementation in all cluster establishments of processes and procedures arising from the GIRFEC refresh. This will ensure that ensure identified pupils (Additional and Intensive) have robust plans with the agility to be used effectively as a working document.	CIIL will attend a Staged Intervention meeting at each establishment at least once every 6 weeks.

All cases to be brought to the Network will start with a robust discussion with CIIL re tools that need to have been used prior to Network consideration.

CLPL on the Wellbeing App will be available for establishments throughout the year | Children and young people coming to the Cluster Network and NBPR will have consistent documentation in place.

Number of children being supported at Additional and Intensive level with plans on the Wellbeing App to increase significantly throughout the session.

Pupils will not be discussed at Cluster Level unless the relevant planning is in place (except in exceptional circumstances). | | |
| Across the cluster the link between wellbeing and attendance will drive our approach of looking at attendance through the lens of all behaviour is communication.

We will aim to reduce attendance gap between our pupils in SIMD 1-3 and SIMD 7-10 from 7.0% to at least that of the authority average (currently 5.45%). | We will look to improve attendance by investigating the causes of EBSA for individual pupils in a holistic way which will allow us to create bespoke and robust planning to support pupils to maximise their attendance.

Termly cluster attendance update provided by CIIL.

Adoption of toolkit from West Partnership that increases our capacity to view non-attendance through the lens of all behaviour being communication.

Increased use of KOOTH and implementation of therapeutic interventions at Additional Level for all stages. | Tracking and analysis of cluster and establishment attendance statistics and trends.

Regular monitoring of the attendance gap between SIMD 1-3 and SIMD 7-10 | | |
| Introduce or further embed the Circle Framework within all | Relevant P7 pupils will be supported by the Circle Framework, Circle documentation will be provided to | Learner views gathered termly regarding their learning and curriculum. | | |

our schools. Establishments within the Cluster will use Circle to support relevant pupils as part of our primary to secondary transitions.	secondary as part of transition process. CLPL made available for any new staff or staff requiring refresh. Use of Circle to be encouraged by CIIL at Staged Intervention and Cluster Network meetings.				
The principles of the new transitions policy document along with our understanding of the importance of transitions in children's lives will underpin pupils receiving transitions that ensure continuity of support and progression.	Cluster transition meetings to be held throughout the session (4 meetings). Transition policy to be agenda item at first Cluster Meeting of the year. CIIL to attend all transition meetings and all Planning for Children's Wellbeing Meetings emerging from the NBPR process. Cluster staff to assist with enhanced transitions where possible.	Transition questionnaire for pupils, parents, and staff during term 1 2025. Attendance data for new P1 and S1.			
Increase breadth and depth of establishment's Universal and Additional supports for anxiety. Pupils will have access to anxiety support with greater width and depth than they do currently, improving wellbeing and attendance.	CLPL in LIAM (or similar) for staff in school who have flexibility to deliver. Working group established at cluster level to identify strategies and/or resources that can be deployed at the Universal Level to support anxiety. Increase in therapeutic interventions through cluster for pupils in P1-P5. CST targeted interventions for Additional Level pupils for whom anxiety is a significant barrier.	Working group feedback. Post intervention assessments and feedback. Tracking of breadth and depth of Universal and Additional offers of establishments. Tracking and monitoring of wellbeing and attendance.			
Shared standards across the cluster in terms of achievement of levels in Numeracy and Literacy will provide equity for learners.	Staff will moderate for Numeracy and Literacy and look at benchmarks, achievement of levels and engage in wider professional dialogue on teaching, learning and assessment. Cluster training for staff on how to use The West Partnership's moderation toolkit.	Post training evaluation, direct observation during training and moderation sessions. Sampling of moderation paperwork. ACEL data.			

	Cluster moderation sessions held twice during session. Sessions will encourage staff from across different establishments to work together with colleagues working with similar stages/levels.			
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?	**Attainment and Engagement in Numeracy will increase in both streams of the school as follows; Gaelic Stream from 81% to 88% in P4, and from 87% to 93% in P7, and in the English Stream from 64% to 73% in P4 and from 67% to 78% in P7. The number of pupils scoring in the top two bands of the engagement Scale will increase as follows; Gaelic Stream from 66% to 75%, and in the English Stream from 85% to 91%. The attainment Gap will reduce as follows; Gaelic Stream by 5% and in the English Stream by 3%**
Person(s) Responsible Who will be leading the improvement?	**1. Katie MacDonald (Numeracy Champion) 2. Marina MacLeod DHT 3. Julie-Ann Price HT**

(Please insert the relevant information below using the codes above)	
NIF Priority: 3, 5	**NIF Driver: 1, 4, 5, 6**
NLC Priority: 1, 2	**QI: 2.2, 2.3,**
PEF Intervention:4, 5, 6, 7, 11	**Developing in Faith/UNCRC:2 12, 8, 29**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
PEF will be utilized to fund all aspects of this priority. £8000 approx

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
Recent improvements to how we are planning, and teaching numeracy are starting to have a positive impact on our numeracy attainment. Learners are benefitting from a more streamlined approach to numeracy, but we need to further embed these improvements across all stages this session. Nearly all reluctant learners are showing improved engagement with numeracy but there is scope for further improvement here to get more of our learners 'on track' with their learning. Targeted support groups identified from our ACEL data will allow us to provide better support to the children who are not far behind where they should be with their learning. Opportunities to learn outdoors will engage more of our reluctant learners and allow them to apply their learning better than in a classroom environment. We are already planning for assessment in numeracy, but we need to find an approach to this which involves our learners more in tracking their own learning – especially at the second level.

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, Practical and Online Resources

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 continue to benefit from improved pedagogical practice and progressive programmes in numeracy	• Staff CLPL from NLC or external sources • Embed new pedagogies developed last session in teaching numeracy across the school • Embed new progressive planning formats	Termly moderation by SLT of teacher forward planning. Minutes of staff meetings. Staff CPD records. In-service day agendas and minutes. Twice yearly peer moderation of teacher planning. Short term daily planning CLPL evaluations Minutes of SLT monitoring and tracking meetings		
Learners will continue to benefit from numeracy	• Staff CLPL sessions • A progressive programme of outdoor maths learning	Learners Numeracy engagement data. Feedback from learners		

learning experiences outdoors	experiences across all stages. • Outdoor learning leaders leading outdoor learning sessions for other classes – EME & GME. • Further embed outdoor maths markings within the planning of learning – fractions wall, tables stations etc.	ACEL data Social Media Staff Pre and post CLPL evaluations. PRD discussions. Forward planning.		
Increase attainment in Numeracy in the Gaelic Stream from 81% to 88% in P4, and from 87% to 93% in P7	4 pupils identified for targeted numeracy support. Formative and summative assessments will identify key areas for intervention.	Pre & post MALT assessments (P7 only) Monitoring and tracking meetings Tracking data Summative assessments (MCNG)		
Increase attainment in Numeracy in the English Stream from 67% to 78% in P4, and from 66% to 75% in P7	6 pupils identified for targeted numeracy support. Formative and summative assessments will identify key areas for intervention.	Pre & post MALT assessments Monitoring and tracking meetings Tracking data Summative assessments (NSA)		
Involve learners at Second Level in tracking their own progress and next steps in learning using digital technology, and at First Level using 'Thinking It Through Jotters'	• Digital Champions, along with staff, to develop a digital tool that showcases and maps progress in learning, which can be shared with parents (Second Level) • Pupils to record 'mind maps' that showcase their learning, and map progress to enable them to discuss learning with parents, peers and staff	Learners • Record of pupil opinions • Digital format (second level) and written (first level) both created and piloted • Feedback from learners • Tracking methods are in place across classes at First and Second Level Staff • Staff views on assessment focus gathered • Review of pilot, modifications made, further evaluation of impact Parents • Parent's views gathered on creation of tracking tool • Parent's evaluation of completed tracking tools		

To plan high quality assessments in literacy to ensure that teacher professional judgement is accurate, and attainment improves.	• Complete a cluster moderation cycle using the West Partnership Model • Ensure that opportunities for application of learning are embedded into planning	• Completed West Partnership Moderation Paperwork • Annotated, moderated evidence		
Final evaluation:				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To improve attainment in Reading as follows; Gaelic Stream from 75% to 81% in P4, from 57% to 68% in P5, and from 80% to 87% in P7, and to reduce the attainment gap by at least 6%. In the English Stream from 64% to 73% in P4, and in P6 from 67% to 87% and to reduce the attainment gap by at least 5%. To improve attainment in Writing as follows; Gaelic Stream from 69% to 87% in P4, from 64% to 71% in P5 and from 60% to 80% in P7. English Stream from 55% to 64% in P4, from 53% to 80% in P6 and from 67% to 79% in P7. To reduce the attainment gap by 14% in the English Stream, and by 6% in the Gaelic Stream.
Person(s) Responsible Who will be leading the improvement?	1. Julie-Ann Price HT 2. Marina MacLeod DHT 3. Heather Marshall PT & Literacy Champion

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

NIF Priority: 3, 5	NIF Driver: 2, 4, 6
NLC Priority: 1, 2, 3	QI:
PEF Intervention: 4, 5, 6, 7	Developing in Faith/UNCRC: 28, 29

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
PEF will be utilized to purchase quality resources in literacy and CLPL for staff. £8000 approx

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?

In the Gaelic stream the ACEL data shows that an increased number of our pupils in the middle of the school are not attaining with their Gaelic reading as expected. This is because our P4 and P5 pupils did not complete the 'total Gaelic immersion' phase of their GME education as they should have. They were impacted by the pandemic, and we have had to prioritise them regaining their Gaelic talking and listening skills first. This session we will build on this further by developing our learner's ability to read unfamiliar texts confidently and fluently in Gaelic. The children need increased opportunities to read and reread familiar texts on their worn and with a Gaelic speaking adult who can support them to use their word attack skills more effectively. This will also have a positive impact on their Gaelic writing skills as they build their confidence in their Gaelic and utilise the texts, they experience to improve the quality of their written Gaelic work. We will also use HOTS and MTV will help us to really challenge our learners and encourage them to think in different ways about the texts that they are reading. We will work with colleagues in 3 other local authorities to moderate Gaelic writing and agree standards to ensure we are making sound judgements about our learner's progress.

In the English Stream of the school the attainment gap in writing has written to 44% and current ACEL data suggests a dip in attainment at P4 & P7. Targeted interventions will be put in place at these stages and pedagogy across the school will be reviewed and improved to reduce the gap and increase attainment in writing across the school. In Reading two groups of pupils in P6 & P4 will be the focus of targeted interventions due to a dip in attainment at these stages. Across the school staff will continue to embed the use of MTV and HOTS to challenge and engage learners in Reading based learning experiences.

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, reading materials, practical resources to support writing

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)		
Improvement in attainment in reading in the Gaelic stream from 75% to 81% in P4,	• To provide the opportunity for our learners to read aloud more often in Gaelic with the	• Benchmarks • Yarc (P7) • MCNG • ACEL Data		

from 57% to 68% in P5 and from 80% to 87% in P7. Reduce the attainment gap in reading by at least 6%.	support of a Gaelic speaking adult. • To encourage our pupils to record themselves reading in Gaelic so they can listen back to the recording to improve their reading fluency and support their comprehension skills. • To re-visit HOTS and MTV with all GME staff to improve the quality of questioning, encourage deeper thinking and challenge more able readers. 5 pupils identified for targeted reading interventions. Formative and summative assessments will identify key areas for intervention.	• Observations • Jotter evaluations • Pupil Voice • Tracking meetings • Teacher planning • Recordings of learners reading		
Improvement in attainment in reading in the English stream from 64% to 73% in P4 and from 67% to 87% in P6. To reduce the attainment gap by at least 5%.	4 pupils identified for targeted reading interventions. Formative and summative assessments will identify key areas for intervention.	• Benchmarks • Yarc (If required) • SNSA • ACEL Data • Observations • Jotter evaluations • Pupil Voice • Tracking meetings		
Improvement in attainment in writing in the Gaelic stream of the school from 69% to 87% in P4, from 64% to 71% in P5 and from 60% to 80% in P7. Reduce the attainment gap by at least 6%.	7 pupils identified for targeted writing interventions. Formative and summative assessments will identify key areas for intervention.	• MCNG • ACEL Data • Observations • Jotter evaluations • Pupil Voice • Tracking meetings		
Improvement in attainment in writing in the English stream of the school from 55% to 64% in P4,	• Opportunities for learners to utilize publication stations, and undertake free writing are embedded into weekly planning	• SNSA • ACEL Data • Observations • Jotter evaluations • Pupil Voice		

53% to 80% in P6 and from 67% to 79% in P7. Reduce the attainment gap by at least 14%	• Writing frames and links with reading are used effectively to provide scaffolding to pupils and engage them in the writing process • Pupils' interests are utilized to motivate them to write, and cross curricular writing provides clear purpose 8 pupils identified for targeted writing interventions. Formative and summative assessments will identify key areas for intervention.	• Tracking meetings • Teacher Planning		
To plan high quality assessments in literacy to ensure that teacher professional judgement is accurate, and attainment improves.	• Complete a cluster moderation cycle using the West Partnership Model • Ensure that opportunities for application of learning are embedded into planning	• Completed West Partnership Moderation Paperwork • Annotated, moderated evidence		
Final evaluation:				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**To embed a consistent approach to high quality learning and teaching across the school, developing leadership at all levels, and ensuring consistently high levels of pupil engagement. The number of pupils scoring in the top two bands of engagement will improve as follows; from 88% to 92%, and the Gaelic Stream from 74% to 82%.**
Person(s) Responsible Who will be leading the improvement?	**SLT (HT, DHT, PT) and all staff through working groups. Specific areas of responsibility include; Digital Champion Fiona Meikle, STEM Champion Nicola Orr, RRS Champion Eilidh MacDonald, HWB Champion Rachael Deans, Outdoor Learning Champion Craig Collin, Sports Champion Jennifer Dalbeck**

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 2, 4	**NIF Driver: 1, 2, 3, 4, 5**
NLC Priority: 4, 5	**QI:**
PEF Intervention:2, 3, 5, 8, 10, 11	**Developing in Faith/UNCRC:**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
PEF to fund the majority of this priority £8000 approx

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
Whilst the quality of learning and teaching is high there is a lack of consistency in some aspects of the curriculum due to new staff arriving last session. A refresh is needed in a variety of curriculum areas to ensure that all staff are aware of previously improved pedagogies and that these are consistent in all classes. Staff and pupils will continue to lead improvement across 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**.
CLPL, trips, sporting equipment, digital equipment, staffing

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)		
The school's established progressive skills-based framework is a focus in all classes and is utilized effectively across the curriculum. Learners can confidently discuss the skills they are developing for lifelong learning and work.	Staff CLPL Peer Observations Ensure that our skills framework is embedded across the curriculum Application of skills to be celebrated at monthly assemblies	• General engagement data • Pupil Voice • Forward planning • Direct observations • Displays		
Continue to develop the rights	Pupil Champions will promote a RR ethos across the school & nursery.	• Staff CLPL		

respecting ethos of the school by achieving a silver re-accreditation award and further developing our pupils as global citizens.	The staff Improvement Group will further develop the RR ethos of the school/nursery and work with the pupil champions towards re-accreditation for a silver award. There will be consistent participation in rights-based campaigns to develop a better understanding of Global Citizenship across the school/nursery and the wider community. To re-instate French as the L2 language for P5&6 pupils in the English stream of the school and L3 language for the P7 pupils in the English stream of the school. To re-instate French as the L3 language for second level pupils in the Gaelic stream of the school.	• Class charters in all classes • Assemblies • Right of the month • Pupil views and feedback • RRS committee meeting minutes • UNCRC articles evident in staff planning • RRS display • Class/area displays		
To raise the profile of the school in the community and re-establish links within the school community and beyond.	Pupil Champions will plan for improved community involvement and other events. Our staff Improvement Group will further develop community links, identify new opportunities and re-establish old partnerships within the school/nursery community and the wider community across NLC & Falkirk (GME pupils).	• Minutes of pupil champion meetings • Minutes of staff improvement group meetings. • Yearly school diary • Weekly school diary • Social media • Forward planning		
To further embed digital literacy across all stages in the school.	More consistent use of our digital progression planners in staff planning for teaching and learning. Sharing of good practise in digital literacy – social media, staff shout out board, peer observations, digital leaders visiting classes to share practise, GHS pupils visiting classes during Future Fridays Review and update the digital charter with all stakeholders – pupils, staff, families.	• Short- and long-term planning. • Social media • Staff digital literacy board • Records of peer observations • Digital charter. • Minutes of digital leader meetings • Minutes of staff digital literacy meetings.		
To maximise the potential for collaborative learning and to create	• Infant Area – numeracy – learners will have regular opportunities to apply their	• Staff planning. • Social media • Engagement data		

opportunities for our learners to apply their learning using the shared open areas.	numeracy skills in new and unfamiliar contexts. • Publication Stations (middle and upper) – writing – learners will have regular opportunities to write freely and to apply their writing skills in new self-chosen contexts. • Board Game Making Station (P6/7 only) - learners will be given regular opportunities to show their understanding and learning by creating board games about what they have been learning about.	• Writing engagement • Writing planning • Daily planning • Displays • Publication stations • Engagement data • Social media • Short- and long-term planning • STEM/IDL planning		
STEM/MTV - share the new refresh of the 3-year STEM programme and provide an opportunity for MTV training to refresh teaching and learning approaches.	Staff CLPL with STEM leader to share updated 3-year STEM programme with teaching staff. Staff CLPL with MTV trained staff to revisit and explore MTV approaches and how these can be applied in classes.	• Minutes of staff meetings. • Updated STEM programme • Forward planning • Displays • Social media		
To provide opportunities for learners to take part in outdoor challenges to improve their mental health and wellbeing	To identify and work towards accreditation of outdoor learning and teaching experiences such as: • Dynamic Youth Award • John Muir Award	• CPD records • Minutes of staff meetings • Forward planning • Social media • HWB Data • Awards & Accreditation		
Final evaluation:				

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		1. **Develop leadership of learning through professional engagement and collegiate working** 2. **Create a robust tracking and monitoring system which is used by staff at all levels to secure improved outcomes for all children.**
Person(s) Responsible Who will be leading the improvement?		1. **Susan McKay PL** 2. **Kate Macdonald PL**

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

NIF Priority:	NIF Driver:
NLC Priority:	**QI: 1.2 & 2.3 HGIOELC**
PEF Intervention:	**Developing in Faith/UNCRC:**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
1. 33% of staff have completed fire training. 22% are trained Peep facilitators. 22% of staff provide Gaelic Bookbug. 11% are Do Be Mindful trained. Staff interests include intergenerational learning, sustainability and biodiversity. All skillsets/interests can be applied to providing learners and colleagues with a variety of quality learning opportunities and a shared understanding of pedagogy. (Realising the Ambition, 2020) All staff should meet SSSC registration criteria requirements for practice.
2. Currently 22% of the staff team review children's progress regularly using online learning journals automatic tracking system. The current approach does not provide a clear picture of children's learning and progress across the curriculum. For staff to plan and record significant learning for all children it is important that they understand where each child is developmentally.

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	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)		
1a. All children participate in regular yoga and mindfulness practices to support self-regulatory skills. **1b.** Children embed recycling, growing and composting practices into their daily routines. **1c.** Regular family/community	• Careful planning of area rotations to provide adequate space and afford time for leader to plan and deliver regular mindfulness sessions • Source professional learning training for all staff and facilitate opportunities to build on individual's interests • Collegiate working within the community to establish regular	• Current and new staff will be well informed and encouraged to lead learning • Do Be Mindful termly planning • Parent questionnaires • Monthly tracking and monitoring of experiences and		

events to promote family learning and participation in service user's early years experiences. 2a. Children's learning journeys will highlight a range of experiences across the curriculum. 2b. Children's progress can be tracked, monitored, and reviewed using progression pathways to show a clear picture of where children are developmentally. 2c. Children take ownership of their learning and can talk about his with others.	locations to provide inclusion and accessibility for all families • Explore funding avenues to add to / improve / provide specific resources required to support leadership of learning and delivery • Organise visits to other nurseries who have been identified as having very good or excellent tracking & monitoring and learning journey systems in place. Liaise with Quality officer. • Create learning journey with staff team that children can physically work in and take ownership of to talk about their learning with others. • Create tracking & monitoring system which easily displays children's learning and possible areas for development. Work with other GME nurseries to identify Gaelic language trackers. • Liaise with NLC digital school to identify digital ways in which parents can share news and 'magic moments' from home.	outcomes from CfE Early Level • Progression pathways will demonstrate developed, consolidated or achieved areas of learning • Peer observation evaluations • Self-evaluative practices using termly focus Quality Indicators contained in HGIOELC • Attendance and participation records from family/community events and groups • Minutes from meetings with other nurseries, examples of findings. • Working in collaboration by gaining views of staff, families and children of learning journals and how we can improve them. • Work with staff during In-service to talk about the need for change and to highlight the importance of having robust systems in place for tracking and monitoring children's progress. • Create baseline statistics of children's engagement over the year to display leadership of learning.		

Final evaluation:

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2022-23

North Lanarkshire Council

		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.				
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
School Priority 1 Numeracy	Approx £8,000	To improve the quality of learning and teaching in numeracy both indoors and outdoors. Targeted intervention groups as detailed on SIP, to close the poverty related attainment gap, and improve attainment.	PEF utilized to pay for CLPL, and resources to support quality learning and teaching. Attainment and Engagement in Numeracy will increase in both streams of the school as follows; Gaelic Stream from 81% to 88% in P4, and from 87% to 93% in P7, and in the English Stream from 64% to 73% in P4 and from 67% to 78% in P7. The number of pupils scoring in the top two bands of the engagement Scale will increase as follows; Gaelic Stream from 66% to 75%, and in the English Stream from 85% to 91%. The attainment Gap will reduce as follows; Gaelic Stream by 5% and in the English Stream by 3%	• Engagement data • ACEL Data • SNSA/MCNG Data • MaLT pre and post • Jotter sampling • Observations • Pupil, staff and parent views • Teacher's planning • Monitoring and tracking discussions
School Priority 2 Literacy	Approx £8, 000	To improve the quality of learning and teaching in writing in the English Stream and reading in the Gaelic Stream.	PEF utilized to pay CLPL, and resources to support quality learning and teaching. To improve attainment in Reading as follows; Gaelic Stream from 75% to 81% in P4, from 57% to 68% in P5, and from 80% to 87% in P7, and to reduce the	• Engagement data • ACEL Data • SNSA/MCNG Data • MaLT pre and post

		Targeted intervention groups as detailed on SIP, to close the poverty related attainment gap, and improve attainment.	attainment gap by at least 6%. In the English Stream from 64% to 73% in P4, and in P6 from 67% to 87% and to reduce the attainment gap by at least 5%. To improve attainment in Writing as follows; Gaelic Stream from 69% to 87% in P4, from 64% to 71% in P5 and from 60% to 80% in P7. English Stream from 55% to 64% in P4, from 53% to 80% in P6 and from 67% to 79% in P7. To reduce the attainment gap by 14% in the English Stream, and by 6% in the Gaelic Stream.	- Jotter sampling - Observations - Pupil, staff and parent views - Teacher's planning - Monitoring and tracking discussions
School Priority 3 Quality Learning & Teaching	Approx £8,000	To provide experiences and opportunities across the curriculum both indoors and outdoors to enhance learning and teaching and engagement across the curriculum.	PEF utilized to purchase resources and pay for trips/experiences to enhance learning and provide opportunities for personal achievement	- Pupil, Parent and staff feedback - HWB & Engagement data - Observations - Teacher planning
HWB	£8824	To provide quality learning experiences in PE across the school. (PEF match funding Staffing)	Improved health and wellbeing of pupils	- Pupil, Parent and staff feedback - HWB & Engagement data - Observations - Teacher planning
	£6000	Play Therapy and Counselling to support the HWB of specific pupils	Improved HWB scores for pupils and improved Outcome Star scores, allowing them to engage better with learning and regulate their emotions	- HWB Scores - Outcome Star - Pupil/Staff/Parent feedback
	£250	Purchase of online materials - Emotion Works		

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	1.1: Self-evaluation for self-improvement	**NIF Priorities**
Article 2 - non-discrimination	1.2: Leadership for learning	1. Placing the human rights and needs of every child and young person at the centre of education
Article 3 - best interests of the child	1.3: Leadership of change	2. Improvement in children and young people's health and wellbeing;
Article 4 - implementation of the Convention	1.4: Leadership and management of staff	3. Closing the attainment gap between the most and least disadvantaged children and young people;
Article 5 - parental guidance and child's evolving capacities	1.5: Management of resources to promote equity	4. Improvement in skills and sustained, positive school leaver destinations for all young people
Article 6 - life, survival and development	2.1: Safeguarding and child protection	5. Improvement in attainment, particularly in literacy and numeracy.
Article 7 - birth registration, name, nationality, care	2.2: Curriculum	
Article 8 - protection and preservation of identity	2.3: Learning teaching and assessment	**NIF Drivers**
Article 9 - separation from parents	2.4: Personalised support	1. School and ELC Leadership
Article 10 - family reunification	2.5: Family learning	2. Teacher and Practitioner Professionalism
Article 11 - abduction and non-return of children	2.6: Transitions	3. Parent/Carer Involvement and Engagement
Article 12 - respect for the views of the child	2.7: Partnerships	4. Curriculum and Assessment
Article 13 - freedom of expression	3.1: Ensuring wellbeing, equality and inclusion	5. School and ELC Improvement
Article 14 - freedom of thought, belief and religion	3.2: Raising attainment and achievement	6. Performance Information
Article 15 - freedom of association	3.3: Increasing creativity and employability	
Article 16 - right to privacy	Specific to HGIOELC	
Article 17 - access to information from the media	3.2: Securing children's progress	
Article 18 - parental responsibilities and state assistance	3.3: Developing creativity and skills for life	
Article 19 - protection from violence, abuse and neglect	**PEF INTERVENTIONS**	
Article 20 - children unable to live with their family	1. Early intervention and prevention	
Article 21 – adoption	2. Social and emotional wellbeing	
Article 22 - refugee children	3. Promoting healthy lifestyles	
Article 23 - children with a disability	4. Targeted approaches to literacy and numeracy	
Article 24 - health and health services	5. Promoting a high quality learning experience	
Article 25 - review of treatment in care	6. Differentiated support	
Article 26 - social security	7. Using evidence and data	
Article 27 - adequate standard of living	8. Employability and skills development	
Article 28 - right to education	9. Engaging beyond the school	
Article 29 - goals of education	10. Partnership working	
Article 30 - children from minority or indigenous groups	11. Professional learning and leadership	
Article 31 - leisure, play and culture	12. Research and evaluation to monitor impact	
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	**Education and Families Priorities**	
Article 38 - war and armed conflicts	1. Improvement in attainment, particularly literacy and numeracy	
Article 39 - recovery from trauma and reintegration	2. Closing the attainment gap between the most and least disadvantaged children	
Article 40 - juvenile justice	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	
Article 41 - respect for higher national standards	4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	
Article 42 - knowledge of rights	5. Improved outcomes for vulnerable groups	