North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plans

Session 2024 – 25

School:	*Condorrat Primary & Nursery Class*
Cluster	*Greenfaulds High School*

Improvement Plan Summary	
Cluster Priority:	• Improvement in outcomes for our Care Experienced learners. • Increased attendance through improved transitions and improved wellbeing. • Improvement of tracking, monitoring and assessment through cluster moderation to raise attainment.
School Priority 1:	• To Improve attainment in writing across all stages and reduce the poverty related attainment gap by 5% in the English Stream and 13% in the Gaelic Stream by June 2025. • To improve word attack skills in the English stream (P1E), so that learners can make better links between phonics and reading.
School Priority 2:	• To improve attainment in numeracy and mathematics across all stages, and reduce the poverty related attainment gap in numeracy by 15% in the English Stream and 3% in the Gaelic Stream by June 2025 • To plan opportunities for learners to apply their knowledge and skills in numeracy and maths across the curriculum every term to validate and inform teacher professional judgement around achievement of a level.
School Priority 3:	• To ensure that all learners experience high quality learning and teaching experiences that demonstrate progression and application of learning, within a broad, coherent curriculum by June 2025.
Nursery Class Priority:	• Enabling Environment/Provision for English Cohort • Enabling Environment/Provision for Gaelic Cohort

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.
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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.
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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.

2024-25 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?	Learners across the cluster will experience approaches to health and wellbeing and support around points of transition that increase their capacity to attend school regularly. Improved consistency in staff awareness of The Promise and our responsibilities as corporate parents. 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: N/A	**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. N/A	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
The Greenfaulds Cluster recognise that in line with the picture nationally and across NLC, there are pupils who have low levels of attendance or are non-attenders by the end of S2. This has a detrimental impact upon their inclusion, achievement, and future prosperity. We recognise the inextricable link between wellbeing and attendance and between wellbeing and high quality, highly supportive transitions. 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 the number of pupils whose attendance is significantly poorer at the end of S2 than it was during P7. By refreshing our current approaches to transition and through the addition of Intensive Transitions for our pupils with the highest risk of future Emotional Based School Avoidance (EBSA) we aim to reduce the numbers of pupils at the end of S2 with attendance bellow 50% and/or accessing a part time timetable (Currently 5%)

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.

Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.

Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.

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
NLC Transition Policy

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 November 2022	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)		
Increase in cluster attendance through a focus on improving our Primary to Secondary transition.	**Universal** Working party to be established to conduct a root and branch analysis of the current arrangements for transition. Using the NLC Transitions Policy and reflections on good practice from other clusters a new Greenfaulds Cluster Primary to Secondary Roadmap will be created. **Additional** Using data analysis and the principles of the NLC Transition Policy a more prescriptive system will be created to identify the pupils in need of enhanced transition. Arrangements for P5 and P6 enhanced transition to be created. **Intensive** Creation of the Greenfaulds High School Intensive Transition Pathway. This is an intensive programme in P7 for pupils who are statistically at high risk of future Emotional Based School Avoidance (EBSA). The Intensive Transitions Programme will involve extra transition activities including a Nurture group and transition arts project. During P7 there will be a termly planning meeting for each child and the CIIL and Head of Year will be in attendance. Once these pupils attend S1 there will be 6 week planning reviews, the CIIL will attend all of these, the previous schools SLT will attend the first 2.	Regular and ongoing tracking and analysis of cluster and establishment attendance statistics and trends. **(We will look to maintain our position as a Cluster having attendance above the NLC average).** Look to achieve a reduction in the number of pupils who by the end of S2 have attendance below 50% or have a part time timetable (currently 5%). Potential attendance concerns in P5 and P6 will be highlighted to the high school. Regular and ongoing tracking and analysis of the attendance of the targeted children and families participating in the Intensive Transition Programme. **(We will look to maintain our position as a Cluster having attendance above the NLC average).**		
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.			
By June 2025 all learners will benefit from all staff having an increased awareness of The Promise. **GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning.** **Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster** **.**	Cluster Chair will have attended an information session on the award by the end of **August 2024**. Cluster Chair/CIIL will complete and return information on their specific plan for delivery within own cluster by the end of **August 2024**. CIIL or nominated staff member will have participated in two half day training sessions by end of **September 2024**. **All** staff will have participated in presentation sessions one of the Keeping the Promise Award by **February 2025.** **Most** staff will have completed e-learning module **June 2025**. **Majority** of schools in the cluster will achieve the Keeping the Promise Award by **June 2025**.	Quantitative Evaluation will be completed on conclusion of training Recording and reporting of number of staff attending training sessions Percentage of staff completing e-learning module (I Promise Award) UNCRC Awards Outcome Measures Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions. Outcomes Star information Qualitative Case studies Anecdotal evidence Views or feedback from children, young people and their families		
Final evaluation:				

Priority 1: Long Term Outcome What do you hope to achieve? What is going on change? For whom? By how much? By When?	• To Improve attainment in writing across all stages and reduce the poverty related attainment gap by 5% in the English Stream and 13% in the Gaelic Stream by June 2025. • To improve word attack skills in the English stream (P1E), so that learners can make better links between phonics and reading.
Person(s) Responsible Who will be leading the improvement?	**Head Teacher (Talk for Writing), P1 Teacher – Morag Donald (Phonics)**

(Please insert the relevant information below using the codes above)	
NIF Priority: 5 Improvement in Attainment	**NIF Driver: 2 Teacher and Practitioner Professionalism, 4 Curriculum & Assessment, 5 School Improvement, 6 Performance Information,**
NLC Priority: 1 Improvement in Attainment and Achievement	**QI: 2.3 Learning, Teaching & Assessment, 3.2 Raising Attainment & Achievement**
PEF Intervention: 5 Promoting a High-Quality Learning Experience, 11 Professional Learning and Leadership	**UNCRC: Article 28 – Right to an Education, 29 Goals of Education**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
Talk for writing teaching and professional learning materials, synthetic phonics resources and matching reading resources. £3000 approx.

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

Writing

In all stages of the **English Stream** of the school writing is the lowest attaining aspect of literacy, with P1 having the highest level at 73% (7 out of 8 pupils), and P4 having the lowest 55% (6 out of 11 pupils). Low attainment in writing in P4 and P7 results in the English Stream falling 7% short of NLC's core stretch aim target of 76%, as we currently sit at 69%. Less than half of pupils in Quintile 1, and those who are in receipt of a FSM are attaining the appropriate level of writing for their stage (42%). Engagement data demonstrates that most learners (79%) score in the top two bands of the writing engagement scale, the lowest engagement level of all aspects that we measure across the stream.

In the majority of classes in the **Gaelic Stream** of the school, writing is the lowest attaining aspect of literacy, with P7 having the highest level at 87% (13 out of 15 pupils), and P5 having the lowest 52% (14 out of 27 pupils). The majority of pupils in Quintile 1, and those who are in receipt of a FSM are reaching the appropriate level of writing for their stage 64% - the lowest attaining aspect of literacy for this group of learners. Engagement data demonstrates that most learners (68%) score in the top two bands of the writing engagement scale, the lowest engagement level of all aspects that we measure across the stream.

 Phonics (P1E)

Tracking and monitoring shows that as our learners in the English Stream move on to skinny novels, they have not developed confident word attack skills and are not making links between phonics and reading. This affects the pace of reading and their progression across 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 teaching and professional learning materials, synthetic phonics resources and matching reading resources. £3000 approx.

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		
All learners will benefit from increased consistency of approach to the teaching of narrative writing.	All staff will participate in professional learning activities around Talk for Writing approaches.

Talk for Writing approaches will be planned for each term and implemented in all classes across the school.

Professional dialogue, moderation and evaluation activities will take place termly to ensure consistent approaches to implementation of Talk for Writing.

Opportunities for collaboration with other schools in GME and within our cluster to share good practice.

Purchase of necessary resources to support implementation.

Parental information sessions and demonstrations regarding the Talk for Writing approach, to empower parents to support their children at home. | **Quantitative Data.** **English Stream** Increase achievement of a level as follows: P4E – 2 learners (13%) P5E – 1 learner (9%) P6E – 1 learner (7%) P7E – 1 learner (6%) 2 learners in P6 & P7 to attain First Level. Reduce the poverty related attainment gap by at least 1 learner (5%) Increase the number of learners scoring in the top 2 bands of the writing engagement scale from at least 79% to 85% (5 pupils) **Gaelic stream** Increase achievement of a level as follows: P2G – 1 learner (6%) P3G – 1 learner (4%) P6G – 5 learners (19%) P7G – 1 learner (6%) 2 learners in P7 to attain First Level. Reduce the poverty related attainment gap by at least 4 learners (13%) Increase the number of learners scoring in the top 2 bands of the writing engagement scale from at least 68% to 75% (10 pupils)

People's Views. Pupil focus groups – pre/post Parental Feedback Minutes of staff meetings Feedback from staff

Direct Observation. Pupil work Staff planning Observations – SLT & Peer | | |
| **Almost all children will apply creative writing skills in a range of contexts.** | All learners experience planned free writing opportunities across a term.

Daily writing opportunities are planned to allow learners to apply creative writing skills in a context out with the Talk for Writing sessions. | **People's Views.** Pupil focus groups Minutes of staff meetings Feedback from staff

Direct Observation. Staff planning | | |

		Pupil work Observations – SLT & Peer		
All staff will report improved consistency and confidence in teacher professional judgement in narrative writing	All staff will participate in moderation & professional dialogue, in which achievement, engagement and challenge will be discussed and good practice shared.	**Quantitative Data.** ACEL data **People's Views.** Pre/post staff views Minutes of meetings **Direct Observation.** Sampling of moderation paperwork		
As a result of a test of change implementing a synthetic phonics approach, all learners in P1 of the English Stream of the school will begin to make better links between phonic sounds and reading increasing the pace of progression.	Primary one teacher will undertake online training sessions on the synthetic phonics approach. Resources will be purchased to allow implementation of synthetic phonics. For all learners in P1 the synthetic phonics approach will be implemented.	**Quantitative Data.** At least 4 out of 6 learners will be reading at Red level by December '24, Yellow Level by March '25 and Blue by June '25.(Benchmarking) At least 4 out of 6 learners will achieve Early Level by June '25 2025. Phonic Assessment Records **People's Views.** Pre/post staff views **Direct Observation.** Forward Planning Pupil Focus Group SLT Observations Pupil Work		
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 numeracy and mathematics across all stages, and reduce the poverty related attainment gap in numeracy by 15% in the English Stream and 3% in the Gaelic Stream by June 2025** • **To plan opportunities for learners to apply their knowledge and skills in numeracy and maths across the curriculum every term to validate and inform teacher professional judgement around achievement of a level.**
Person(s) Responsible Who will be leading the improvement?	**SLT & All Staff**	

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

NIF Priority: 3 Closing the Attainment Gap, 5 Improvement in achievement particularly in Literacy and Numeracy	NIF Driver: 2 Teacher and Practitioner Professionalism, 4 Curriculum & Assessment, 5 School Improvement, 6 Performance Information
NLC Priority: 1 Improving Attainment, particularly in Literacy and Numeracy, 2 Closing the Attainment Gap	QI: 2.3 Learning, Teaching and Assessment, 3.2 Raising Attainment & Achievement
PEF Intervention:	UNCRC: Article 28 Right to an Education, 29 Goals of Education

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
Number Talks materials, Numicon and training. Approx £3000.

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

In the **English Stream** of the school achievement of a level in numeracy varies across stages from 100% in P1 & P2 to 59% in P6. In P5 & P6, 7 out of 18 learners are currently working a level below expectations for their stage, and 3 learners are not on track to attain the appropriate level. In P1 – P4, 5 learners out of 43 are not on track to achieve the appropriate level in numeracy for their stage There are 12 learners in Quintile 1 & in receipt of FSM who are not on track to achieve the appropriate level in numeracy, whilst all learners in Quintile 5 are on track. These inconsistencies in achievement across stages, observations and professional dialogue have highlighted the need for a more consistent approach to planning opportunities for, and consistent approaches to, mental agility to improve attainment across stages and challenge/add value to the high number of learners who are consistently on track with their learning.

In the **Gaelic Stream** of the school achievement of a level in numeracy varies across stages from 96% in P2 to 65% in P6. In P5 & P6, 4 out of 44 learners are currently working a level below expectations for their stage, and 8 learners are not on track to attain the appropriate level. In P1 – P4, 9 learners out of 52 are not on track to achieve the appropriate level in numeracy for their stage There are 5 learners in Quintile 1 & in receipt of FSM, and 1 learner in Quintile 5 who are not on track to achieve the appropriate level in numeracy. These inconsistencies in achievement across stages, observations and professional dialogue have highlighted the need for a more consistent approach to planning opportunities for, and consistent approaches to, mental agility to improve attainment across stages and challenge/add value to the high number of learners who are consistently on track with their learning.

In both streams of the school professional dialogue and moderation activities have highlighted the need to strategically plan regular opportunities to apply skills in numeracy and maths in order to better inform teacher professional judgement around achievement of a level, as part of a school assessment calendar.

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**.
Number Talks materials, Numicon and training. Approx £3000.

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)		
All learners will benefit from increased consistency of approaches to mental agility, with a focus on number and number processes.	All staff will participate in professional dialogue to evaluate and review current approaches to mental agility. Staff will agree on a whole school approach to mental agility to ensure a consistent approach across all stages. Staff will be given the opportunity to undertake CLPL to improve pedagogy in mental agility and Numicon training. Staff will participate in professional dialogue to share good practice in mental agility pedagogy.	**Quantitative Data.** ACEL data **English Stream** Increase achievement of a level in numeracy as follows: P4E – 2 learners (13%) P5E – 1 learner (9%) P6E – 1 learner (7%) P7E – 1 learner (6%) 3 learners in P6 & P7 to attain First Level. Reduce the poverty related attainment gap by at least 3 learners (15%) Increase the number of learners in the purple attainment band by at least 25% (6 learners)		

		Increase the number of learners scoring in the top 2 bands of the numeracy engagement scale from at least 86% to 90% (3 pupils) **Gaelic stream** Increase achievement of a level in numeracy as follows: P4G – 1 learner (5%) P6G – 2 learners (7%) P7G – 1 learner (6%) 3 learners in P7 to attain First Level. Reduce the poverty related attainment gap by at least 1 learner (3%) Increase the number of learners in the purple attainment band by at least 12% (10 learners) Increase the number of learners scoring in the top 2 bands of the numeracy engagement scale from at least 73% to 83% (14 pupils) **People's Views.** Pre/post staff views Minutes of meetings Pupil Focus Groups **Direct Observation.** SLT & Peer observations Staff Forward Planning		
All learners will participate in regular, planned opportunities for application of learning in numeracy and mathematics across the curriculum, which will lead to increased validity of teacher professional judgement around achievement of a level.	All staff will participate in a strategic mapping exercise to identify opportunities for the application of numeracy and mathematics within our 3-year IDL & HWB curriculum cycle. All staff will develop a short-term assessment cycle for numeracy and mathematics that provides opportunities for learners to demonstrate the application of learning within an ongoing 3-week cycle. All staff will plan and provide purposeful opportunities for learners to apply numeracy and mathematical skills within their termly planning.	**Quantitative Data.** **English Stream** Increase achievement of a level in mathematics as follows: P4E – 2 learners (13%) P7E – 1 learner (6%) 2 learners in P5 & 3 in P7 to attain First Level. Reduce the poverty related attainment gap by at least 3 learners (15%) Increase the number of learners in the purple attainment band by at least 5 learners (6%) **Gaelic stream** Increase achievement of a level in mathematics as follows: P4G – 1 learner (5%) P7G – 2 learner (12%) 2 learners in P7 to attain First Level. Reduce the poverty related attainment gap by at least 1 learner (3%) Increase the number of learners in the purple attainment band by at least 4% (5 learners) **People's Views.** Minutes of meetings Pupil Focus Groups		

		Direct Observation. Staff Forward Planning Pupil Work		

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 ensure that all learners experience high quality learning and teaching experiences that demonstrate progression and application of learning, within a broad, coherent curriculum by June 2025.**
Person(s) Responsible Who will be leading the improvement?	**SLT & All Staff**	

(Please insert the relevant information below using the codes above)	
NIF Priority: 1 Placing Human Rights and needs of every child and young person at the centre of education, 5 Improvement in attainment, particularly in literacy and numeracy	**NIF Driver: 1 School and ELC Leadership, 2 Teacher and Practitioner Professionalism, Curriculum and assessment, 5 School Improvement**
NLC Priority: 1, Improvement in attainment, particularly literacy and numeracy, 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people	**QI: 1.1 Self-evaluation for school improvement, 1.3 Leadership of change, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 2.7 Partnerships, 3.2 Raising attainment and achievement**
PEF Intervention: 5 Promoting a high-quality learning experience, 9 Engaging beyond the school, 11 Professional learning and leadership	**UNCRC: Article 28 – Right to an Education, 29 Goals of Education, 42 knowledge of rights**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. Update IT equipment approx £5000. Funding for John Muir Award activities approx £1000.	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Pupil Self-Evaluation (HGIOURS) - To improve the quality of self-evaluation and increase pupil voice across the school. (DHT Marina MacLeod) (Year 1) Curriculum – Staff evaluation, forward planning and professional dialogue have highlighted the need to strategically plan for RME & Expressive Arts, linking in with our existing HWB and IDL 3-year planning Cycle. This will better afford our learners opportunities to make clear links and connections in their learning across curricular areas as well as to the wellbeing indicators. (Year 1) Outdoor Learning – Forward planning, observations, self-evaluation and professional dialogue indicate that there is still a lack of consistency in outdoor learning approaches. (Year 2) School Improvement Groups (Year 2) *Digital* - To maintain current high standards of digital literacy across all stages of the school and introduce new skills and concepts. (Year 2) *Community/ECO* -To continue to re-establish pre-covid links within the community and establish improved recycling procedures across the school and community. Explore ways to deliver John Muir Award in middle stages of school(Year 2) *RRS* – To attain Bronze and Silver RRS awards by June 2025. (Year 2)	
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**. Update IT equipment approx £5000. Funding for John Muir Award activities approx £1000. Enhancing shared areas and providing opportunities for achievement £5000	

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)		
All learners will be involved in regular opportunities to evaluate the life and work of the school, which will inform and influence change to enhance their experiences and improve attainment and achievement outcomes.	Staff will work with pupils and their families to create a more user-friendly version of our school improvement plan to engage our learners and their families better with the school improvement priorities and therefore involve them more in our school improvement processes. We will embed the HGIOURS resource within the quality assurance procedures of the school	**People's Views** Parent feedback Pupil focus group feedback Pupil committee feedback Parent council feedback Monthly thinking circle assembly feedback		

	to improve the quality of our self-evaluation activities and raise pupil voice.			
To increase depth and coherence of, and ensure progression within, learning experiences for all learners by ensuring links and connections across curricular areas through a three-year cyclical approach	Teaching staff will work together to create a three-year RME programme that makes better connections across learning and improves the health & wellbeing outcomes for our learners. Teaching staff will work together to link learning experiences in the expressive arts to the IDL 'worlds' and RME topics. This will improve classroom timetabling and make better links across learning for our learners. Teaching staff will match opportunities to apply learning from other curricular areas to aspects of IDL and RME.	**People's Views.** Minutes of staff meetings Pupil Focus Groups **Direct Observations.** Planning formats Staff planning Pupil Work		
To ensure consistency of approach to outdoor learning experiences across the school in literacy and numeracy that plan for the application of our skills-based programme.	We will develop a bespoke outdoor learning planning format which can be used to plan quality outdoor learning experiences in literacy or numeracy. This will improve the quality of outdoor learning experiences undertaken by all of our learners. Explore John Muir award opportunities for First Level learners.	**Direct Observations.** Staff planning Social media SLT observations		
Improvement groups Year 2 **Digital group** - maintain standards of digital literacy across the school and provide opportunities for staff and pupils to further develop their digital literacy skills. **RRS group** – apply for bronze and then silver accreditation.	**Digital** All staff will plan digital learning experiences for their learners across curricular areas. All learners at First and Second Level will log their learning journey in an aspect of numeracy or maths using apps such as sway. All staff will trial utilising QR codes to give learners feedback in a chosen aspect of their learning. All staff will utilise X at least twice a week to share learning experiences with families. **RRS** Rights are prominent in the school ethos and in every class through charters and displays. Links and connections to rights are embedded within our 3-year cyclical planning approaches, to ensure that all children understand their relevance. Rights are embedded within school policies and procedures.	**People's Views**. Minutes of improvement group meetings. **Direct Observation** Staff planning Pupil work Improvement group display boards School newsletters Social media **People's Views**. Minutes of improvement group meetings. **Direct Observation** Staff planning Pupil work Improvement group display boards School newsletters Social media		

Community/Eco group – continue to provide engaging opportunities for our families to be actively involved in the life of the school and raise the profile of the school in the community. Work with our learners and their families to use ECO funding to improve the outdoor areas of the school, and recycling.	**Community/ECO** Organise events in the community such as 'Bee Walk' and 'Santa Dash' that all learners participate in. Utilise local community such as the library and open spaces to enhance learning experiences for all learners. Re-establish regular opportunities to visit the local care home and participate in activities with the residents. Ensure that all learners are involved in maintaining the school garden and planting fruit and vegetables that can then be harvested and cooked. To establish procedures that allow all learners to participate in reduce, reuse recycle practises of the school.	**People's Views**. Minutes of improvement group meetings. **Direct Observation** Staff planning Pupil work Improvement group display boards School newsletters Social media		

Final evaluation:

Nursery 2024/2025

Nursery Priority: Long Term Outcome	
What do you hope to achieve? What is going to change? For whom? By how much? By When?	1. Enabling Environment/Provision for English Cohort 2. Enabling Environment/Provision for Gaelic Cohort
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: 1 Placing the human rights and needs of every child and young person at the centre of education	**NIF Driver:** 5 School and ELC Improvement
NLC Priority:	**QI: 3.2 Securing children's progress, 3.3 Developing creativity and skills for life**
PEF Intervention:	**Developing in Faith/UNCRC:** 3 Best interests of the child, 28 Right to education, 29 Goals of education, 31 leisure, play and culture
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?
Due to admissions decreasing and continuing staffing constraints, the authority are changing the Nursery models. From August 2024, there will be 2 nurseries operating from Condorrat Primary School. The 2 cohorts will be in separate classrooms, which are being renovated to playroom standards that are able to deliver Term Time provision for GME and Full time Mixed Model provision for EME.

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**. Costs, where additional resources, furniture etc are required, will be met by ELC NLC.

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)		
• Children will be involved in developing and caring for their learning environments. • Children will be accessing provision suited best to their families' needs. • Extended GME sessions will enhance Gaelic learners' language acquisition.	• Staff will consult with children on their likes/dislikes and preferences to plan and create new spaces. • Resources will be identified and ordered to create a nurturing environment. • Provide Gaelic speaking staff team.	• Child friendly surveys • Welcome tour for families in which feedback will be sought. • Self-evaluation using HGIOELC and AqF (CI) • 2025 ELC Admissions		

PEF ALLOCATION: £41, 100

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
Condorrat Primary/Bun-Sgoil Chondobhrait EQUITY PLAN 2024-25**

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	Evidence/Measures
			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve	Please indicate what evidence you are going to collect to show impact and progression
School Priority 1 - Literacy	**Approx £3000**	<u>**Universal**</u> To Improve attainment in writing across all stages and reduce the poverty related attainment gap by 5% in the English Stream and 13% in the Gaelic Stream by June 2025. <u>**Universal**</u> To improve word attack skills in the English stream (P1E), so that learners can make better links between phonics and reading. <u>Targeted</u>. Purchase of IDL and Clicker 8 to support individuals.	<u>**Writing.**</u> Purchase of resources and training materials to implement Talk for Writing approaches. <u>**English Stream**</u> Increase achievement of a level as follows: P4E – 2 learners (13%) P5E – 1 learner (9%) P6E – 1 learner (7%) P7E – 1 learner (6%) 2 learners in P6 & P7 to attain First Level. Reduce the poverty related attainment gap by at least 1 learner (5%) Increase the number of learners scoring in the top 2 bands of the writing engagement scale from at least 79% to 85% (5 pupils) <u>**Gaelic stream**</u> Increase achievement of a level as follows: P2G – 1 learner (6%) P3G – 1 learner (4%) P6G – 5 learners (19%) P7G – 1 learner (6%) 2 learners in P7 to attain First Level. Reduce the poverty related attainment gap by at least 4 learners (13%) Increase the number of learners scoring in the top 2 bands of the writing engagement scale from at least 68% to 75% (10 pupils) <u>Phonics (P1)</u> Purchase of resources to support Synthetic Phonics approaches, including reading materials. At least 4 out of 6 learners will be reading at Red level by December '24, Yellow Level by March '25 and Blue by June '25.(Benchmarking) At least 4 out of 6 learners will achieve Early Level by June '25 2025.	<u>**Quantitative Data.**</u> ACEL Data IDL Data Engagement Data <u>**People's Views.**</u> Pupil focus groups – pre/post Parental Feedback Minutes of staff meetings Feedback from staff <u>**Direct Observation.**</u> Pupil work Staff planning Observations – SLT & Peer

| School Priority 2 – Numeracy and Mathematics | Approx £3000 | **Universal.**
All staff will participate in professional dialogue to evaluate and review current approaches to mental agility.

Staff will agree on a whole school approach to mental agility to ensure a consistent approach across all stages.

Staff will be given the opportunity to undertake CLPL to improve pedagogy in mental agility and Numicon training.

Staff will participate in professional dialogue to share good practice in mental agility pedagogy

All staff will plan and provide purposeful opportunities for learners to apply numeracy and mathematical skills within their termly planning.

Targeted.
Purchase of IDL Numeracy online resource to support individuals. | **Numeracy**
Purchase of resources such as Number Talks books and Numicon and CLPL in Numicon.
Quantitative Data.
ACEL data
English Stream
Increase achievement of a level in numeracy as follows:
P4E – 2 learners (13%)
P5E – 1 learner (9%)
P6E – 1 learner (7%)
P7E – 1 learner (6%)
3 learners in P6 & P7 to attain First Level.
Reduce the poverty related attainment gap by at least 3 learners (15%)
Increase the number of learners in the purple attainment band by at least 25% (6 learners)
Increase the number of learners scoring in the top 2 bands of the numeracy engagement scale from at least 86% to 90% (3 pupils)
Gaelic stream
Increase achievement of a level in numeracy as follows:
P4G – 1 learner (5%)
P6G – 2 learners (7%)
P7G – 1 learner (6%)
3 learners in P7 to attain First Level.
Reduce the poverty related attainment gap by at least 1 learner (3%)
Increase the number of learners in the purple attainment band by at least 12% (10 learners)
Increase the number of learners scoring in the top 2 bands of the numeracy engagement scale from at least 73% to 83% (14 pupils)
Mathematics
Quantitative Data.
English Stream
Increase achievement of a level in mathematics as follows:
P4E – 2 learners (13%)
P7E – 1 learner (6%)
2 learners in P5 & 3 in P7 to attain First Level.
Reduce the poverty related attainment gap by at least 3 learners (15%)
Increase the number of learners in the purple attainment band by at least 5 learners (6%)
Gaelic stream
Increase achievement of a level in mathematics as follows:
P4G – 1 learner (5%)
P7G – 2 learner (12%) | **Quantitative Data**
ACEL Data
NSA/MCNG
IDL Data
Engagement Data

People's Views.
Pre/post staff views
Minutes of meetings
Pupil Focus Groups

Direct Observation.
SLT & Peer observations
Staff Forward Planning |

			2 learners in P7 to attain First Level. Reduce the poverty related attainment gap by at least 1 learner (3%) Increase the number of learners in the purple attainment band by at least 4% (5 learners)	
School Priority 3 – Quality Learning and Teaching	Approx £10,000	Universal To provide experiences and opportunities across the curriculum both indoors and outdoors to enhance learning and teaching and engagement across the curriculum. To explore opportunities for personal achievement through the John Muir Award at First Level. To provide opportunities for personal achievement through clubs and experiences out with sports. Universal & Targeted To purchase IT to enhance learning experiences across the curriculum and allow for targeted support.	Purchase of I-pads and Laptops to support learning across the curriculum for all learners and for use in targeted approaches such as IDL and clicker8. Purchase of resources for clubs/personal achievement. Provision of experiences to enhance achievement such as visiting theatre, educational visits. Creation/improvement of shared areas to extend and enhance learning experiences.	**Quantitative Data** HWB Leuven Data Leuven Engagement Scale **People's Views.** Pupil, Staff and Parental Feedback **Direct Observation.** SLT observations Staff Forward Planning
Health and Well-Being	Approx £10,000 PEF match fund staffing Approx £6250	To provide quality learning experiences in PE across the school, and opportunities to participate in Sports after scho**ol/lunchtime clubs.** Play Therapy and counselling to support the HWB of specific pupils. Purchase of online materials – Emotion works	Improved HWB of pupils. Improved HWB scores for pupils and improved Outcome Star scores, allowing them to engage better with learning and regulate their emotions.	**Quantitative Data** HWB Leuven Data Outcome Star **People's Views.** Pupil, Staff and Parental Feedback **Direct Observation.** SLT observations Staff Forward Planning

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 2025

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

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

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

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.