

Driving Equity and Excellence

Improvement Action Plans

Session 2024-25

School:	Dykehead Primary School
Cluster:	Calderhead Cluster
Head Teacher:	Sara Perera

Improvement Plan Summary	
Cluster Priority:	The cluster will work collaboratively to utilise the staged intervention process, in order to reduce the impact of wellbeing as a barrier to pupil engagement with their educational experience.
School Priority 1:	All children will receive a broad and engaging curriculum, supported by our rationale, and by quality teaching which builds their confidence and equips them with skills to succeed in life, work, and world.
School Priority 2:	All learners will benefit from an inclusive school ethos, which is supportive of diversity, promotes equality and respect for pupils' rights.

School Vision and Values

Our vision is to create a family of learning where everyone is challenged, motivated and inspired to achieve their highest potential.

We aim to;

- build strong relationships with children, parents, partners and the Shotts community, as part of an inclusive and respectful school ethos.
- provide a safe, nurturing, calming and happy learning environment where diversity is celebrated and all pupils can thrive.
- strive for excellence through setting high expectations for attainment, achievement, behaviour, presentation, attendance and punctuality.
- provide an engaging, challenging, and creative curriculum instilling confidence in all children to develop the skills they need for lifelong learning.

Audit and Consultation

In arriving at our improvement priorities, the school looks outwards to the updated National Improvement Framework 2024, national discourses in education, NLC Education and Families priorities, and the NLC Health & Wellbeing Roadmap to Recovery. The school also looks inwards to a review of the previous year's improvement plan, and engagement with staff, parents/carers and learners.

All staff recognise their professional responsibility to critically evaluate their own practice and to contribute to ongoing school self-evaluation and improvement. This is supported by leadership at all levels, where staff work collegiately to take forward aspects of the school improvement plan, and review this collaboratively at regular intervals throughout the year.

Some staff continue to engage with Masters' level learning. These staff are well positioned to work collaboratively to use this to enhance the professional capital of the wider staff team. Further to this, enhanced professional consultation with staff at the end of the previous school session, allows identification of areas of professional interest and development for the staff and informs remits and leadership opportunities for this session.

Details of engagement (pupils, parents/carers, partners)

Parents were consulted by way of an infographic sharing an accessible overview of last year's school improvement journey, and proposed areas of development for session 2024-25.



We collated results from 53 respondents to our survey, as well as consulting with the Parent Council. 100% of respondents agreed with our identified improvement areas, and no alternatives were suggested. One parent commented, "It is important for children to understand how they contribute to the well-being of the entire community and how their behaviour has an impact, positive or negative, on the people around them and their own family and future". The Parent Council wished to lend their support to development of the Expressive Arts curriculum.

Staff were engaged in collegiate evaluation of the school improvement priorities for the Annual Improvement Report 2023-24.

Pupils are consulted via House Meetings. The pupil School Evaluation Group, who translate the AIP into pupil friendly language and share it with the school, then work to execute and evaluate their own action in relation to each priority, act as a vehicle for pupil voice in the AIP.

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?	The cluster will work collaboratively to utilise the staged intervention process, in order to reduce the impact of wellbeing as a barrier to pupil engagement with their educational experience.
Person(s) Responsible Who will be leading the improvement?	Laura Simpson, Cluster Chair All Cluster Head Teachers Anne Trevorrow, Educational Psychologist CIIL - TBC

(Please insert the relevant information below using the codes above)	
NIF Priority: 1. Human Rights 2. Improvement in children and young people's health and wellbeing;	NIF Driver: NIF 1 – School and ELC Leadership NIF 2 – Teacher Professionalism,
NLC Priority: 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	QI: 2.4: Personalised support 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion
PEF Intervention: 2. Social and emotional wellbeing	Developing in Faith/UNCRC: Article 3 - best interests of the child Article 12 - respect for the views of the child

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:
 Each school will deploy their own PEF fund in support of the overarching priorities and their own school priorities.

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
 The cluster would consider a pupil to be fully engaged when they are attending school, have a voice and are contributing, and are experiencing joy in learning and an appropriate level of support and challenge.
 As a barrier to engagement, the cluster sees continued high absence rates and high levels of Additional Support Needs across the cluster. Attendance issues are often complex and multigenerational. A collaborative multi-agency approach is required to support these families.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**
 CIIL, FESA, Cluster Support Teacher, Ed Psych, Active Schools, Virtual School, [3rd Sector e.g. GBT, Miracle Foundation, TeenTalk – SAC/PEF funded]

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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)		

<p>Children across the cluster who are being supported through the staged intervention process, will experience a consistent shared approach, by Jun 25.</p>	<p>Create a Calderhead Staged Intervention Framework, by October 2024.</p> <p>Establish a shared GIRFEC overview to track cluster children through the staged intervention process by Oct 2024.</p>	<p>Cluster HT dialogue and meeting minutes.</p> <p>Completed Intervention Framework.</p> <p>Cluster moderation of GIRFEC overview.</p>		
<p>All children in the Calderhead cluster will be supported by staff who have a secure professional understanding of the GIRFEC process, to ensure children's wellbeing needs are met.</p>	<p>All staff across the cluster will be offered GIRFEC training, by December 2024.</p> <p>GIRFME Plan moderation activity across cluster schools, to create a consistent high-quality planning to meet Learners needs, March 2025.</p>	<p>Staff feedback on training offered, confidence measures pre and post.</p> <p>HT dialogue moderation of planning quality</p>		
<p>Pupils across cluster schools from P1-S2 whose self-reported wellbeing is a cause for concern, will improve from a baseline in Sept 24 to an end of year measure in May 25.</p>	<p>All schools to utilise "Glasgow Motivation and wellbeing profile", for a consistent measure.</p> <p>CHS will collate cluster data for analysis.</p> <p>Pupils whose measure is a cause for concern will be discussed at cluster level.</p> <p>Cluster Planning for Children's Wellbeing meetings will be scheduled regularly, and attended by all cluster HTs regardless of school attended by children being presented.</p> <p>Cluster resources will be deployed to support measures identified.</p>	<p>Baseline and end of year measure from GMWP.</p> <p>Pupil & parent feedback and evaluation from cluster wellbeing interventions.</p> <p>CPFCWB Minutes</p>		
<p>Identified families across cluster schools, from P1-S3, whose attendance has been <80% in session 23-24, will improve by 5%.</p>	<p>Attendance self-evaluation toolkit (Forth Valley) will be utilised to audit current practice, and create a baseline.</p> <p>Cluster meetings will review implementation of updated NLC attendance policy.</p>	<p>Completed school audits, at start and end of school session.</p> <p>Schools' attendance data.</p>		

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?

All children will receive a broad and engaging curriculum, supported by our rationale, and by quality teaching which builds their confidence and equips them with skills to succeed in life, work, and world.

Person(s) Responsible
 Who will be leading the improvement?

Head Teacher, Principal Teachers and collegiate staff group

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

<p>NIF Priority: 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy.</p>	<p>NIF Driver: 4. Curriculum and Assessment 5. School and ELC Improvement</p>
<p>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</p>	<p>QI: 2.2: Curriculum 2.3: Learning teaching and assessment</p>
<p>PEF Intervention: 5. Promoting a high-quality learning experience 8. Employability and skills development</p>	<p>Developing in Faith/UNCRC: Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion</p>

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

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
 Session 2024-25 is year 3 of the implementation and realisation of our new Curriculum Rationale. Growth Mindset is well embedded as demonstrated repeatedly in classroom observation. Successful work has been ongoing in STEM, DYW, IDL and Digital. A sense of connection to the community continues to be built by way of pupil leadership groups. A remaining area which requires further development is creativity, which might best complement and strengthen work ongoing in the school as part of a broader approach to building meta-skills. Consultation has determined that one avenue for developing creativity might also be through the expressive arts. Feedback from learners indicates that there is a will for further engagement in planning and evaluating their own learning.

School attainment data indicates that writing is a continued area for development. Targeted intervention in session 2023-24 has impacted specific children, however development at universal level is also required, in order to strengthen provision for all children. Based on their attainment chronology, P4 and P7 of 2024-25 are predicted to attain poorly in this curricular area.

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.**

Pedagogy Team, NLC funded

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Pupils in all classes will experience quality opportunities for writing on a daily basis, by Dec 24.	Permanent staff will receive CLPL in Active Literacy, and professional dialogue with NLC pedagogy team, to define 'quality' in daily writing activities. Those staff will feed back key messages to wider staff group for actions.	SSE observation focus Term 1, through Q1 2.3 – triangulation of data.		

<p>Pupil in P4 and P7 deemed 'on track' for Writing will increase by 10% (4 pupils per cohort) from a baseline of; P4 67% P7 51%</p>	<p>Pupils in all classes will experience a weekly taught writing structured around evidence-based pedagogy, where there is meaningful context and purpose.</p> <p>Staff CLPL in Active Literacy, and professional dialogue with NLC pedagogy team, to increase fidelity to the NLC Active Literacy program.</p>	<p>Writing attainment checkpoint data & dialogue.</p> <p>Oct – Class Monitoring sheets Dec – SEEMiS update Mar – Class Monitoring sheets May – SEEMiS update</p>		
<p>Almost all pupils will be able to share the ways in which they are involved in planning and evaluating their learning by June 2025.</p>	<p>Staff will engage with West Partnership resources on LTA cycle Part 1: Learners are at the heart of every stage in the cycle and identify school actions.</p> <p>Staff will identify shared actions, as a result of this training – to be added here as a working document.</p>	<p>SSE Observation focus Term 3, through QI 2.3 - specifically pupil dialogue.</p>		
<p>Pupil engagement with, and enjoyment of, reading will improve by June 2025, from a baseline taken in August 24.</p>	<p>Pupil reading behaviours and engagement will be gathered as a baseline by Oct 24.</p> <p>School will register for Reading Schools Accreditation programme.</p> <p>Staff will devise actions in relation to reading schools – to be added here as a working document.</p>	<p>Pupil reading behaviours pre and post measure.</p> <p>Staff observations.</p>		
<p>All pupils will have quality, progressive learning experiences across the Expressive Arts, as well as opportunities to create, explore and apply skills.</p>	<p>Audit of resources in school will be undertaken, and required resources ordered.</p> <p>School will engage with Spotlight Shotts to support planned, progressive drama curriculum.</p> <p>Relevant CLPL will be sought in art & music to</p>	<p>Staff CLPL feedback and action points.</p>		

	increase staff confidence in teaching these areas.			
Almost all pupils will be able to identify, discuss and profile the skills and attributes they possess or require, across their curriculum, in order to thrive in life and work, by June 2025.	<p>All staff will engage with Skills Development Scotland Meta-skills professional development resources.</p> <p>Staff will identify shared actions, as a result of this training – to be added here as a working document.</p>	<p>Staff CLPL feedback and action points.</p> <p>SSE Observation focus Term 3, through QI 2.3 - specifically pupil dialogue.</p>		
The school will collegiately monitor key developments in STEM and IDL, in order to maintain and further embed progress initiated in these areas in session 2023-24.	<p>Every class will have regular, planned and progressive outdoor learning experiences.</p> <p>Staff will utilise NLC progression pathways to plan quality STEM learning experiences.</p> <p>Every class will have practical food preparation activities as part of their Health & Wellbeing or IDL.</p> <p>All pupils will have access to opportunities for their learning in numeracy to be scaffolded by concrete resources, pictorial representations and abstract concept building.</p>	Forward planning dialogues in session 2024-25.		
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?	All learners will benefit from an inclusive school ethos, which is supportive of diversity, promotes equality and respects pupils' rights.
Person(s) Responsible Who will be leading the improvement?	Head Teacher, Principal Teachers and collegiate staff group

(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 2. Improvement in children and young people's health and wellbeing;	NIF Driver: 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement
NLC Priority: 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 5. Improved outcomes for vulnerable groups	QI: 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion
PEF Intervention: 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 9. Engaging beyond the school	Developing in Faith/UNCRC: Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion

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

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
 School pastoral notes, school safeguarding log, and staff consultation indicates that pupil relationships (particularly in relation to discriminatory attitudes and beliefs) and pupil emotional regulation continues to prove a barrier to learning and wellbeing. The school recognises to need to continually improve practice in order to be pro-active rather than reactive in approach. Parent consultation, both informally throughout the school year and during information gathering for the annual improvement report, confirmed this as a priority.

This will be year one of a predicted three year improvement journey, in which we will use the structure of the Education Scotland Inclusion, Wellbeing and Equalities (IWE) framework, with its four interconnected and interdependent themes:

- Inclusion. For example; inclusive practice and Scottish context, Additional Support Needs – including complex needs, The Additional Support for Learning process and entitlements.
- Rights and Equalities. For example; entitlements, United Nations Convention on the Rights of the Child (UNCRC), participation, bias and diversity in the curriculum.

- Relationships. For example; understanding around expectations and consequences and skills around co-regulation, de-escalation, attunement and active listening.
- Wellbeing and Care. For example; Getting it right for every child approach (GIRFEC), mental health and wellbeing, nurture, trauma, safeguarding and Child Protection.

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.**

Emotionworks resource £3000, met through school budget
Family Support Worker £50k, PEF funded

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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)		
<u>Wellbeing & Care (Universal).</u> All pupils will benefit from improved emotional regulation by June 25, from a baseline measure on the	All staff will undertake Emotionworks training. All pupils will complete the GMWP at the start and end of the school session.	GMWP pre and post measures. Data gathered via Emotionworks.		

<p>Glasgow Motivation & Wellbeing Profile (GMWP). Wellbeing & Care (Additional) Two pupils who are being planned for at additional level will benefit from a targeted program in support of their emotional regulation.</p>	<p>Staff will identify shared actions for implementation, as a result of training – to be added here as a working document. Staff supporting pupils at additional level will work with WeAspire staff on individual pupil targets.</p>	<p>GIRFme Plan reviews</p>		
<p>Wellbeing & Care (Universal) Parents will develop their understanding of the impact of stress and trauma on brain development, increasing their confidence in supporting their own and their child's emotional wellbeing. Wellbeing & Care (Additional) Identified target families will receive the support required to assist them with complex barriers to wellbeing.</p>	<p>School will host a Wellbeing Festival – dates TBC.</p> <p>Staff Solihull Training refresh Online short CPD - Online short CPD - Solihull Approach Parenting (solihullapproachparenting.com)</p> <p>The access code for North Lanarkshire is: LANERCHPRF (North Lanarkshire)</p> <p>Identified families will be supported by a Family Support Worker from Action for Children, funded through PEF.</p>	<p>Staff feedback on CLPL</p> <p>Parental feedback from Wellbeing Festival</p> <p>Outcomes Star and Family Star for targeted additional level families.</p>		
<p>Relationships All stakeholders will be able to articulate an awareness of the school positive relationships strategy, and support its implementation, by Dec 24, from a pre and post implementation survey.</p>	<p>HT will conduct parent and pupil focus groups, in relation to positive relationships strategy.</p> <p>Wider parent forum will be offered a survey.</p> <p>Positive Relationships Policy will be reviewed and shared at a launch event.</p>	<p>Parent pre and post survey.</p> <p>Pupil dialogue.</p> <p>Staff pastoral and observational data.</p>		
<p>Inclusion 15 pupils supported via the GIRFEC pathway in the P7 cohort, will recognise and independently access supports for their sensory and/or learning needs, without stigma, due to the</p>	<p>P7 teachers will engage with an enquiry-based approach to meeting sensory and learning needs in P7.</p> <p>Circle Framework environmental evaluation and pupil consultation</p>	<p>Enquiry rationale</p> <p>Pre and post pupil surveys and Circle framework evaluations.</p> <p>GIRFme evaluations</p>		

<p>inclusive environment, by Jun 25.</p>	<p>will be undertaken, and required resources purchased.</p>			
<p><u>Rights & Equalities</u> All staff will understand their responsibilities in relation to inclusive education, particularly in the areas of LGBT and Race.</p>	<p>All staff will complete the LGBT Inclusive Education Module.</p> <p>Staff working group will access and evaluate Scottish Anti-racism resource, and agree school actions.</p> <p>School Policies in relation to inclusion and equalities will be reviewed and shared in accessible formats with all stakeholders.</p> <p>RME curriculum will make explicit links to school strategy and ethos of inclusion, and will include visits to faith buildings or from guest speakers where possible.</p>	<p>Staff CLPL feedback</p> <p>School Policies</p> <p>Pupil feedback from learning visits.</p>		
<p><u>Rights & Equalities</u> There will be a reduction in the use of discriminatory language in pupils, from a baseline of four formally recorded incidents in session 23-24.</p>	<p>Staff will be introduced to key theory for example Banks Five Dimensions of Inclusive Education, concept of Mirrors and Windows.</p> <p>School environment audit will identify actions points (signage, language etc). School celebrations of cultural events will be reflective of all faiths and cultures in the school community.</p> <p>School Equalities Action Plan will be developed.</p>	<p>Staff CLPL feedback</p> <p>School Safeguarding Log – number of incidents reported</p> <p>Completed action plan</p>		
<p>Final evaluation:</p>				

PEF ALLOCATION: £117,600

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2024-25**

RATIONALE FOR EQUITY (PEF) PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

To arrive at our long, medium and short term aims, at Dykehead Primary School we have utilised the SAC Logic Model and ongoing contextual analysis. Our long-term aim is to close the poverty related attainment gap in line with stretch aims, and embed a culture focused on equity and equality of opportunity, through our curriculum and learning environments. We aim to achieve this with a focus on collaboration in order to improve readiness to learn; a sustained focus on children and young people's readiness to learn through focusing on engagement and attendance, confidence and wellbeing. We are also continuing to refine our use of data and evidence each school session.

Contextually, the pupil population in Dykehead Primary School is predominantly SIMD 1-4 (Q1 and Q2), with almost a third being entitled to a free school meal and clothing grant (figure 2.). Attendance improved last session to 91%, in line with local authority average, and is approaching pre-covid levels but not yet meeting school targets. Attendance is lower for pupils entitled to free school meals, and correlates negatively with SIMD, declining to as low as 84% for pupils in SIMD 1.

Last session the school issued a request for proposal for a family support worker via Action for Children, to support the wellbeing, attendance and inclusion of targeted Q1/2 pupils. Due to legal queries around contract, this work has not yet begun and as such will fall into the locus of the 2024-25 PEF plan. In order to continue to provide the nurture support and enhanced support for wellbeing that so many of the most vulnerable in the school community have come to rely on, it is also necessary to continue to use the PEF fund to provide enhanced levels of teacher staffing. This session PEF will pay for 1.5 FTE teachers, complemented by 1.5 FTE local authority match funding.

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.
Priority 2	£50,373	Family Support Worker through Action for Children, to support targeted Q1 or Q2 families with significant and complex barriers to engagement with the school.	Barriers will be reduced for target families, leading to improved wellbeing outcomes and better attendance at school.	Attendance statistics Outcomes Star 'Family Star'
Priority 2	£90,500	1.5 FTE teaching staff to support nurture provision across to targeted children across the school.	Readiness to learn will be improved for targeted pupils, leading to improved engagement with learning.	Nurture referrals and evaluations Outcome Star where applicable Improved self-reported wellbeing measures from GMWP.

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	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	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.

<p>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</p>	<p>3.2: Securing children’s progress 3.3: Developing creativity and skills for life</p> <hr/> <p><u>PEF INTERVENTIONS</u></p> <ol style="list-style-type: none"> 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 <hr/> <p><u>Education and Families Priorities</u></p> <ol style="list-style-type: none"> 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 	<p>NIF Drivers</p> <ol style="list-style-type: none"> 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
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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.