North Lanarkshire Council

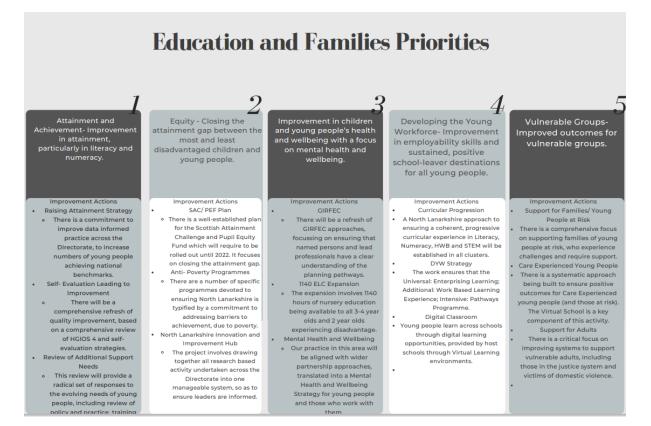## *Driving Equity and Excellence*

Improvement Action Plans

Session 2023-24

School:	Firpark Primary School
Cluster:	Braidhurst
Head Teacher:	Marie Clare Webster

Improvement Plan Summary	
Cluster Priority:	Consideration is currently being given to an ASN Cluster.
School Priority 1:	To develop a nurturing environment within the school through improved practice and enhanced knowledge and understanding of the Nurture Framework.
School Priority 2:	To develop Curriculum Rationale through engagement with the Curriculum Content Toolkit- build curricular design to enhance the learning opportunities offered to all learners.
School Priority 3:	To improve the learning and teaching through development of assessment and recording system suitable for all learners with a wider range of needs.

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

In Firpark Primary we believe that learning should be fun, purposeful and challenging. We aim to develop the whole child, meeting individual needs in a fully inclusive, safe and secure environment. We believe that good teamwork and positive partnerships with children, families, colleagues and partner agencies result in high standards, effective teaching and successful learning across the school community. All who encounter us will find a school which has a welcoming atmosphere and where all children, parents, staff and visitors feel valued. The ethos of the school is based on resilience, being responsive & effective relationships.

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)

Within Firpark Primary we realise that parents and staff have a powerful, mutual interest in the education, welfare and happiness of all children attending the school. Parents are invited to participate in their child's educational experience through attendance at both formal and informal events, the utilisation of ICT to both support learning and inform via website, twitter etc. and through the joint working with other partnership agencies such as Community Learning Development who offer a range of parenting courses and support experiences.

Learners are supported to achieve their potential by engaging in a high quality educational experience which is both innovative and highly effective. Learners will be supported in an environment which promotes self-esteem, advocates ownership of learning while ensuring that pupil rights and responsibilities are well embedded and that differences are celebrated.

2023-24 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?	Consideration is currently being given to an ASN Cluster.
Person(s) Responsible Who will be leading the improvement?	

(Please insert the relevant information below using the codes above)	
NIF Priority:	**NIF Driver:**
NLC Priority:	**QI:**
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 a priority? What data did you have to support this?

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.

EXPECTED IMPACT (SHORT TERM TARGETS)	**INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?**	**HOW WILL YOU TRACK PROGRESS? MEASURES**	**EVALUATION CHECKPOINT 1 (Internal Process)**	**EVALUATION CHECKPOINT 2 (Internal Process)**
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		

Final evaluation:

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To develop a nurturing environment within the school through improved practice and enhanced knowledge and understanding of the Nurture Framework.
Person(s) Responsible Who will be leading the improvement?	**Marie Clare Webster (HT) & Colette Ellis (DHT) supported by PTs.**

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

NIF Priority: 1, 2, 3	NIF Driver: 1, 2, 5
NLC Priority: 3, 5	QI: 1.1, 1.5, 2.1, 2.4, 3.1,
PEF Intervention: 1, 2, 6, 7	Developing in Faith/UNCRC: 3, 6, 12, 13, 14, 23, 29, 31

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

Staff training costs/ Seasons for Growth resources/

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

Working in partnership with the Educational Psychologist linked to the school, we discussed the level of knowledge and understanding of staff, new staff and refresh required for longer term staff. At this time we decided to participate in the Nurture Self-Evaluation Framework to focus our priorities and assist planning future training opportunities for staff. The self-evaluation included a questionnaire to all staff, teaching and non-teaching. This provided detailed results and data which identified many strengths within the school and team, and allowed us to highlight the gaps that require development.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Staff deepen their understanding of the Principles of Nurture.	Staff to participate in training: Overview of The Nurture Framework Familiarise with the Principles of Nurture Consider the results of self-evaluation under Framework	The overall self-evaluation completed from The Nurture Framework has identified Nurture Principle 1: Child's Learning is Understood Developmentally. Following the input as noted in interventions/ actions, the whole school staff will revisit the self evaluation questionnaire to assess and record the improvements providing qualitative and quantitative data- supported by Educational Psychology staff will be able to identify suitable developments to embed in and		
Staff to focus development on Nurture Principle 1: Children's Learning is Understood Developmentally.	Staff to participate in training: ACEs Resilience Toolkit Solihull Approach Staff to consider and identify social and emotional learning opportunities within the curricular areas/ activities in planning lessons.			

		ongoing cycle of reflections for the school's annual planner.		
Refresh and embed de-escalation strategies across the school.	Staff participate in training: Online Theory Access professional reading- Louise Bomber/ Dr Jenny Knox Updating/ consult on policy for de-escalation Updating/ consult on the Positive Behaviour Plans	Staff will interact positively and with confidence in supporting learners. Learners will experience consistency and develop confidence in their safe surroundings, safe reliable adults and in developing their own strategies to regulate.		
Development of play pedagogy	Staff to participate in training: Ed Psych- Play Pedagogy Establishment visits- other schools/ nurseries Implementation of DIR Floortime within infants. Creation of plans to rotate/ implement play opportunities that promote the development of skills. Consideration of the assessment of this initiative in longer term.	Interdisciplinary learning will be evident in the school's HGIOS evaluation. Learners will demonstrate the development of essential skills, problem solving, communication etc. Departments will have annual planner indicating how play pedagogy is embedded in the learners education.		
Implementation of personalised initiatives for supporting specific learners.	Implementation of Seasons for Growth for small group of pupils. Maintain staff training updates.	Learners will demonstrate ability to discuss, identify and begin to process the loss they have experienced. This will be evidenced in the use of the official resources of the programme.		
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 develop Curriculum Rationale through engagement with the Curriculum Content Toolkit- build curricular design to enhance the learning opportunities offered to all learners.
Person(s) Responsible Who will be leading the improvement?	**DHT with support of PTs**

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

NIF Priority: 3, 4, 5	**NIF Driver: 1, 2, 4, 5**
NLC Priority: 1, 4	**QI: 1.1, 1.2, 2.2, 2.3, 2.4, 3.2**
PEF Intervention: 4, 5, 6, 7,	**Developing in Faith/UNCRC: 3, 23, 28, 29, 31**

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?
Following the information and data presented by Education Scotland, in consideration of the Learning, Teaching and Assessment Cycle, we as a school felt it would be beneficial to consider the design of the curriculum. Recent years have highlighted an increase in the level of need within our school community and we, as practitioners, wish to explore all aspects to ensure we can assess and identify the more effective path for our learners. This will be implemented through the use of the NLC Curriculum Content Toolkit.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Gain and understanding of the Curriculum Content Toolkit	DHT participate in engagement sessions to introduce the toolkit and share experiences with other establishments who have utilised this. Share the toolkit with staff.	Throughout the process we will reflect on the guidance offered through the Curriculum Content Toolkit and the Team Around the School support.		
Further develop our understanding of the learners and learning partners	Share 'The Big Ideas' with the wider school community- including cluster level approaches and support available. Consult with the learners in what they want to learn/ how they want to learn/ what is important for them in life skills etc. Consult with Cluster, other partner agencies to identify and implement suitable practical approaches to the curriculum offered.	Staff will plan and implement learning opportunities based on the information gathered, consider skills and IDL planning including consideration of wider aspects of learning, e.g. social justice. Learners' experiences will be enhanced to include more appropriate opportunities and delivered through varied methods.		

		Play Pedagogy evident in Infant Department. Across the school IDL planners provide broad experiences and opportunities for skills development. Linked in with Priority 1- Nurture Framework Recording of learning and achievement to demonstrate impact.		
Establish our Curriculum Rationale	Support stakeholders through the toolkit: Pupils Parents Staff Partner Agencies Collate information and create statement of Curriculum Rationale. Consider how this can be embedded to be evident in the learning and experiences throughout the school and plans.	Parental Questionnaires Presentation to Parent Council Pupils Questionnaires Presentation/ Activities to Pupil Council for consultation Partner Questionnaires Presentation of Firpark Primary School Curriculum Rationale to all stakeholders.		
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 improve the learning and teaching through development of assessment and recording system suitable for all learners with a wider range of needs.
Person(s) Responsible Who will be leading the improvement?	**Marie Clare Webster (HT), Colette Ellis (DHT) with support of PTs.**

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

NIF Priority: 1, 2, 3, 5	**NIF Driver: 2, 4, 5**
NLC Priority: 1, 2, 5	**QI: 1.5, 2.2, 2.3, 2.6, 3.2**
PEF Intervention: 4, 5, 7, 11, 12	**Developing in Faith/UNCRC: 3, 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?
For many years, the ASN sector has had difficulty implementing an effective tracking/ recording system that highlights the baseline, the next steps and the achievement of our learners. Over recent years many ASN schools have moved to using the updated and digital system, Connecting Steps, which ahs been adapted for the Scottish Curriculum and can be flexible enough to allow consideration of the small steps required for some learners. Following investigation into suitable programmes we have as a school decided that Connecting Steps should be able to meet our needs as an establishment.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.

EXPECTED IMPACT (SHORT TERM TARGETS)	**INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?**	**HOW WILL YOU TRACK PROGRESS? MEASURES**	**EVALUATION CHECKPOINT 1 (Internal Process)**	**EVALUATION CHECKPOINT 2 (Internal Process)**
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Introduction to Connecting Steps	SLT to attend engagement session with representative. Programme purchased.	All staff will utilise programme to record achievements which will then inform next steps.		
Staff to become familiar with the programme	Official whole school training to introduce programme to teaching staff. Staff from feeder high school to offer twilight sessions for support to ensure access and use of the programme.	Connecting Steps programme offers data on individual learners, class groups of learners or other specified groups of learners. Accurate recording of developmental/ curricular level of each individual learner.		
Implementation of suitable assessments for all learners	Educational Psychologist to work with small groups of staff in identifying suitable/ alternative assessments.	GL Assessments- Teaching Talking- group working with this for identified pupils to feedback.		

	Support to implement and use information for planning next steps.	Other assessments used: Read, Write, Inc		
Staff to input baseline for all learners	Literacy & Numeracy assessments to offer evidence for baseline. Alternative assessments as appropriate to evidence baseline.	YARC TeeJay MALT		
Staff to review and evaluate across the year updating input.	Further assessment throughout the year, at identified times (annual planner), Connecting Steps to be updated.	Information will be used to report to parents, prepare formal reports across the year and in transition between class teachers and for P7 learners moving into S1.		

Final evaluation:

PEF ALLOCATION: £61,250	**NORTH LANARKSHIRE COUNCIL** **EDUCATION & FAMILIES** # EQUITY PLAN 2023-24	North Lanarkshire Council

RATIONALE FOR EQUITY (PEF) PLAN
Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**. Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	**Detailed Costings**	**Priority/Description**	**Intended Outcome/Impact** Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	**Evidence/Measures** Please indicate what evidence you are going to collect to show impact and progression.
Will link to all 3 Improvement Priorities	**To be confirmed following meeting with AFA**	• **Staffing allocation to enable delivery / support implementation of Improvement priorities.**	• **Pupils will benefit from outcomes as detailed within Improvement Priorities.**	
Will link to all 3 Improvement Priorities	**To be confirmed following meeting with AFA**	• **Delivery of a range of experiences to include Health & Wellbeing support, Developing the Young**	• **Pupils will benefit from participating in and experiencing a range of activities, resources and**	

		Workforce and support to build a sensory curriculum for the more complex learner.	**opportunities linked to both school and NLC Priorities.**	

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	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. **NIF Drivers**

| 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 | **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 | 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.