



## ***Driving Equity and Excellence***

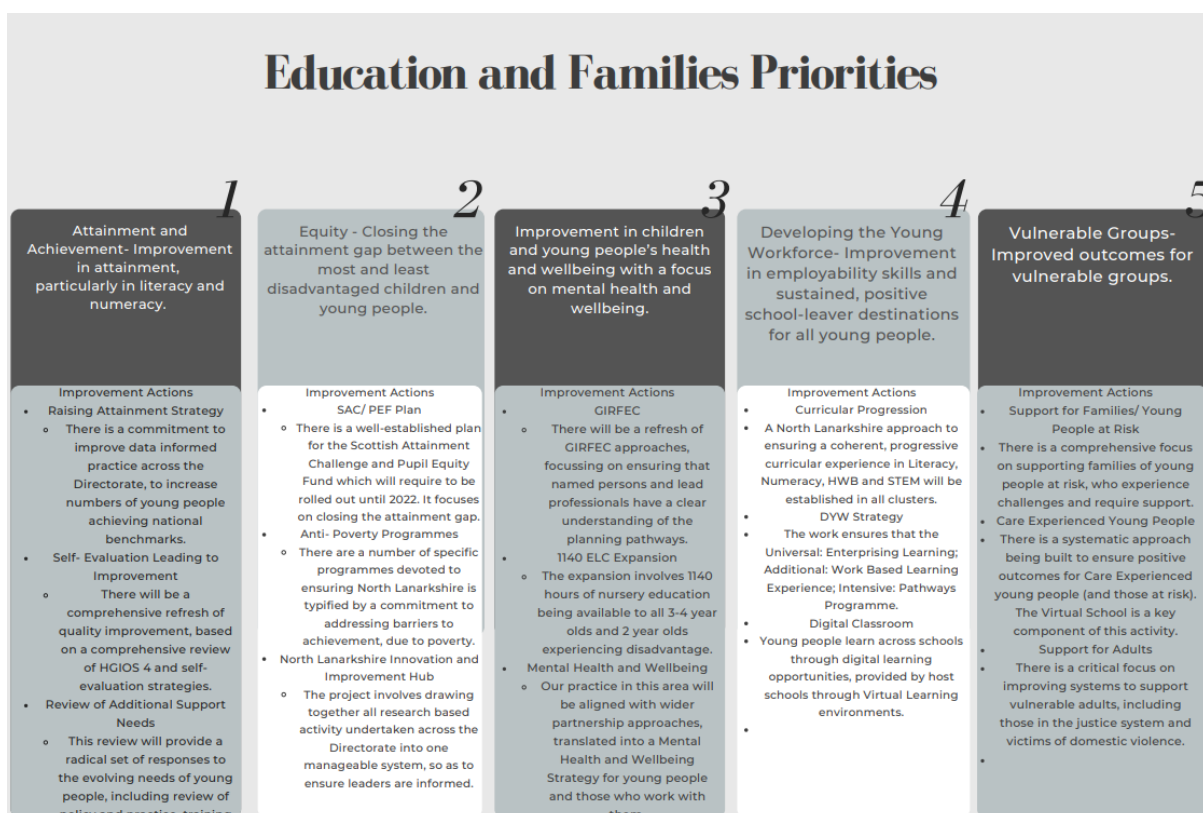
### **Improvement Action Plans**

#### **Session 2025-26**

<b>School:</b>	Firpark Secondary School
<b>Cluster:</b>	Braidhurst Cluster
<b>Head Teacher:</b>	Ian McGurk

Improvement Plan Summary	
School Priority 1:	All young people will benefit from planning and practice which reflects local and national priorities to best meet their needs including use of Wellbeing App, GIRFEC paperwork, NLC Transition policy and GIRFME plans (Year 2).
School Priority 2:	We will undertake a S4/S5 Curricular Review that will ensure the needs of all our learners is at the centre of the curriculum design and development which takes into account local and national guidance. This curriculum will result in strong outcomes for all learners (Year 2).
School Priority 3:	To review the Vision, Values and Aims for the school to ensure that all views are considered and that they are relevant and meaningful to all within Firpark Secondary and we have shared ownership.
School Priority 4:	The development of clear and shared expectations for high-quality learning, teaching and assessment, to provide consistently high standards of practice across all classrooms. By embedding a culture of professional collaboration and moderation, we will ensure consistency in the planning, delivery and evaluation of learning experiences. This will enable staff to make robust, valid and reliable judgements that

	support high-quality learner progress and attainment over time.
Nursery Class Priority:	N/A



## School Vision and Values

Our aspirational vision and values at Firpark Secondary are:

To provide a happy learning environment where young people are valued and cared for.  
 To provide a range of opportunities for pupils to develop their abilities and talents through a range of experiences and certified courses.  
 To support pupils with their difficulties to develop skills for life and skills for work.  
 To improve pupils' life chances and employment opportunities.

## 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)**

Staff – May 2025 Inservice Day, June 2025 Teacher Meeting
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Pupils – June 2025 Assembly
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Parents – June 2025 Parent Council Meeting, June 2025 Piota app
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If your annual improvement priorities are part of a wider, longer term, 3-year strategic plan, please use the template below to outline your longer-term plan. (This overview is optional and does not need to be completed but will provide an overview of your improvement journey.)

	Priority 1	Priority 2	Priority 3	Priority 4
<b>Year 1: Session 2025-2026</b>	All young people will benefit from planning and practice which reflects local and national priorities to best meet their needs including use of Wellbeing App, GIRFEC paperwork, NLC Transition policy and GIRFME plans (Year 2).	We will undertake a S4/S5 Curricular Review that will ensure the needs of all our learners is at the centre of the curriculum design and development which takes into account local and national guidance. This curriculum will result in strong outcomes for all learners (Year 2).	To review the Vision, Values and Aims for the school to ensure that all views are considered and that they are relevant and meaningful to all within Firpark Secondary and we have shared ownership.	The development of clear and shared expectations for high-quality learning, teaching and assessment, to provide consistently high standards of practice across all classrooms. By embedding a culture of professional collaboration and moderation, we will ensure consistency in the planning, delivery and evaluation of learning experiences. This will enable staff to make robust, valid and reliable judgements that support high-quality learner progress and attainment over time.
<b>Year 2: Session 2026-2027</b>	Two Year Priority at this point.	Continuation of area as a priority within the school improvement. (Year 3)	One Year Priority at this point.	Continuation of area as a priority within the school improvement. (Year 2)
<b>Year 3: Session 2027-2028</b>	As above	Three year priority at this point.	As above	Continuation of area as a priority within the school improvement. (Year 3)

## 2025-26 Improvement Plan

<b>Priority 1: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?		<b>All young people will benefit from planning and practice which reflects local and national priorities to best meet their needs including use of Wellbeing App, GIRFEC paperwork, NLC Transition policy and GIRFME plans (Year 2).</b>
Person(s) Responsible Who will be leading the improvement?	<b>Brian Gilmour (DHT BGE), Lindsay Ireland (PT S1 &amp; S2), Toni Harris (Acting PT S3), Sam Dunbar (PT Senior Phase)</b>	

<b>(Please insert the relevant information below using the codes above)</b>	
<b>NIF Priority: 1, 2</b> 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;	<b>NIF Driver:1, 2 &amp; 3</b> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement
<b>NLC Priority: 3, 5</b> 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	<b>QI:</b> 1.3: Leadership of change 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion
<b>PEF Intervention:</b>	<b>Developing in Faith/UNCRC:</b> Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 12 - respect for the views of the child Article 23 - children with a disability Article 28 - right to education Article 29 - goals of education Article 42 - knowledge of rights
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this? Self-evaluation indicates the development of a revised whole school approach to GIRFEC planning, and processes would enhance support for the young people. The information will more effectively inform planning and ensure learners achieve their full potential.	
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b>	

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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)		
GIRFMEs that are up to date and demonstrate relevant strategies to allow staff to best support pupils.	<p>All PTs have fed back on the process of reviewing the GIRFME and the review process.</p> <p>Shared document produced outlining the process we will follow within Firpark Secondary to ensure consistency.</p> <p>PLP teacher (possibly other relevant staff) involvement within the review processes in line with feedback from Nov 24 inset day (out of 2 periods or PLP)</p> <p>Feedback from pupils in terms of profiles and strategies as well as their own learning.</p> <p>Feedback from staff in terms of profiles and strategies being accurate.</p> <p>Feedback from parents / carers in terms of profiles and strategies as well as overall learning.</p>	<p>Standard of GIRFMEs</p> <p>Ease of use of shared document</p> <p>PLP teacher feedback following review process</p> <p>Pupil feedback data</p> <p>Staff feedback data</p> <p>Parental feedback data</p>		
SMART H&WB TARGETS with full input from PLP teacher, pupil and parent and other staff as required, to better track progress and achievement.	<p>Time allocated within Teacher Meetings for peer support of setting SMART H&amp;WB Targets and evaluating them.</p> <p>Targets and progress shared with parents throughout the school year in line with review, report and parent / carer evening.</p> <p>Feedback from pupils in terms of targets and progress.</p> <p>Feedback from staff in terms of targets and monitoring / evaluating progress.</p>	<p>Teacher feedback data</p> <p>SLT / PT feedback in terms of how manageable the process was.</p> <p>Pupil feedback data</p> <p>Staff feedback data</p>		

	Feedback from parents / carers in terms of targets and progress.	Parental feedback data		
ROBUST TRANSITION programme in line with Transition Policy and earlier identification of pupils in P6.	<p>Current Transition staff to discuss the process and outline draft changes to discuss with main feeder schools for their input.</p> <p>Evaluation of current transition to be undertaken at S1 Settling-in Review meetings in Sep 25.</p> <p>Feedback from main feeder schools and parents to be used in line with policy to draft Transition Timeline to send to feeder schools.</p> <p>Transition Timeline to be used for session 25-26 and evaluated by parents at the S1 Settling-in Review meetings in Sep 26</p>	<p>Draft changes produced</p> <p>Parental feedback</p> <p>Feedback on feasibility of draft changes / views of the schools which best know the pupils. Updated draft changes.</p> <p>Transition Timeline produced and sent out to parents / carers / feeder schools for the Aug 26 intake session.</p>		
DOCUMENTAION stored in H&WB App to ensure all is in place to support co-ordinated planning.	All relevant documentation stored on the H&WB app and becomes standard practice.	All documentation uploaded.		
<b>Final evaluation (for submission):</b>				

#### Priority 2: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

We will undertake a S4/S5 Curricular Review that will ensure the needs of all our learners is at the centre of the curriculum design and development which takes into account local and national guidance. This curriculum will result in strong outcomes for all learners (Year 2).

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

**T Harris (Depute Head Senior Phase), S Dunbar (S5&S6 PT), Carla Finnigan (S3&S4 PT), Michael Avery (PEF PT for Attainment), Working Party.**

(Please insert the relevant information below using the codes above)				
<b>NIF Priority:</b> <ol style="list-style-type: none"> <li>Improvement in skills and sustained, positive school leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ol>		<b>NIF Driver:</b> <ol style="list-style-type: none"> <li>School and ELC Leadership</li> <li>Teacher and Practitioner Professionalism</li> <li>Curriculum and Assessment</li> <li>School and ELC Improvement</li> </ol>		
<b>NLC Priority:1 &amp;4</b> <ol style="list-style-type: none"> <li>Improvement in attainment, particularly literacy and numeracy</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>		<b>QI:</b> <ol style="list-style-type: none"> <li>2.2: Curriculum</li> <li>2.3: Learning teaching and assessment</li> <li>3.2: Raising attainment and achievement</li> <li>3.1: Ensuring wellbeing, equality and inclusion</li> </ol>		
<b>PEF Intervention:</b> <ol style="list-style-type: none"> <li>Using evidence and data</li> <li>Employability and skills development</li> </ol>		<b>Developing in Faith/UNCRC:</b> Article 3 - best interests of the child Article 12 - respect for the views of the child Article 28 - right to education Article 29 - goals of education		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this? <i>Due to the ever-changing clientele within the school, new subject offers and the modern world, we must ensure that the curriculum is adapting and developing to continue to support and challenge all learners at Firpark. We must ensure that the structure of our timetable, the subjects we offer, and the learning, teaching and assessment processes in the Senior Phase are in line with local and national guidance and relevant to the pupils in the school. With previous reviews of the BGE curriculum and the S6 curriculum we must have a clear pathway between all aspects of school to ensure there is continued progression and pathways for all our pupils.</i>				
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b>				
<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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)		
<b><u>TIMETABLE &amp; PERIOD ALLOCATION</u></b>  Reviewing and benchmarking the S4/S5 timetable	Research into timetable make ups for a range of schools- in council and out with.	<b>Creation/s of different model (if possible).</b>  <b>Creation/s of different model (if possible).</b>		



structure and period allocation to explore if other models better suited to our learners.	<p>Visits and meetings with a range of schools to discuss timetable make up and period allocations.</p> <p>Discussion with staff members on period allocation to deliver subject.</p> <p>Discussion with pupils on subject changes.</p> <p>Discussion with parents on subject changes.</p>	<p><b>Staff feedback</b></p> <p><b>Pupil feedback</b></p> <p><b>Parent feedback</b></p>		
<p><b><u>IDL SUBJECTS</u></b></p> <p>Researching and designing IDL subjects to ensure that we have a broad range of subjects to suit the needs all learners.</p>	<p>Research and visits to schools that use IDL subjects in their curriculum.</p> <p>Research and initial design of IDL subjects to suit out learners.</p> <p>Feedback from pupils on IDL subjects and pre-designs.</p> <p>Creation of IDL subjects (planning, teaching and assessment).</p>	<p><b>Information gathering</b></p> <p><b>Design models for IDLsubjects</b></p> <p><b>Pupil feedback</b></p> <p><b>Planning model for subjects.</b></p>		
<p><b><u>SENIOR PHASE PLANNING</u></b></p> <p>Creating and implementing a planning model for senior phase classes to make sure there's consistency across the school and to support Learning, Teaching, and Assessment aligned with NLC policy.</p>	<p>Research and discussions with schools on planning models used in Senior Phase.</p> <p>Discussion with Leigh Anne Brown on planning model.</p> <p>Creation and trail of planning model.</p> <p>Discussion with staff &amp; adaptation of model.</p> <p>Final planning model created &amp; examples of best practice.</p>	<p><b>Information gathering</b></p> <p><b>NLC link feedback</b></p> <p><b>Integration of model into senior phase for 1 term.</b></p> <p><b>Staff feedback.</b></p> <p><b>Planning model created.</b></p>		
<b>Final evaluation (for submission):</b>				

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<b>Priority 3: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>To review the Vision, Values and Aims for the school to ensure that all views are considered and that they are relevant and meaningful to all within Firpark Secondary and we have shared ownership.</b>
Person(s) Responsible Who will be leading the improvement?	<b>B. Gilmour</b>

<b>(Please insert the relevant information below using the codes above)</b>				
<b>NIF Priority:</b> 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;		<b>NIF Driver:</b> 1. Parent/Carer Involvement and Engagement 2. School and ELC Improvement		
<b>NLC Priority:</b> 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing		<b>QI:</b> 3.1: Ensuring wellbeing, equality and inclusion		
<b>PEF Intervention:</b>		<b>Developing in Faith/UNCRC:</b> Article 2 - non-discrimination Article 3 - best interests of the child Article 12 - respect for the views of the child Article 23 - children with a disability Article 28 - right to education Article 31 - leisure, play and culture		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<b>RATIONALE (WHY?)</b> Why have you identified this as priority? What data did you have to support this? The Vision, Values and Aims have not been looked at within the last 15 years and as such we believe that we need to discuss them with all stakeholders to see if they are still relevant and meaningful. We have to look to ensure that we have a shared vision, values and aims and that we demonstrate this through our daily actions and interactions.				
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b>				
<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>

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 stakeholders have discussed importance of voice as well as vision, values and aims with a view to increasing knowledge and understanding and promoting discussion in line with considering refresh of current ones.	<p>Pupils - within specific subjects, PLP and assemblies</p> <p>Staff - within meetings and in service</p> <p>Parents - Parent Council and wider parent body (app &amp; survey)</p>	<p>Pupil feedback data</p> <p>Staff feedback data</p> <p>Parent feedback data</p>		
All stakeholders will be involved in either research or discussion about certain aspects to offer insightful opinions in line with refresh to ensure that fully informed decisions are being taken that best represent the needs of our learners.	<p>Pupils - within specific subjects, PLP and assemblies</p> <p>Staff - within meetings and in service</p> <p>Parents - Parent Council and wider parent body (app &amp; survey)</p>	<p>Pupil feedback data</p> <p>Staff feedback data</p> <p>Parent feedback data</p>		
Refined views will be gathered from all stakeholders with a view of streamlining thoughts and creating a shortlist / draft and this will then be shared for feedback.	<p>Pupils - within specific subjects, PLP and assemblies</p> <p>Staff - within meetings and in service</p> <p>Parents - Parent Council and wider parent body (app &amp; survey)</p>	<p>Pupil feedback data</p> <p>Staff feedback data</p> <p>Parent feedback data</p> <p>Shortlist / draft produced</p>		
Refreshed Vision, Values and Aims created and discussion about how this will be shared / presented within and out with the school. View sought from all stakeholders.	<p>Pupils - within specific subjects, PLP and assemblies</p> <p>Staff - within meetings and in service</p> <p>Parents - Parent Council and wider parent body (app &amp; survey)</p>	<p>Refreshed Vision, Values and Aims created and shared.</p> <p>Pupil feedback data</p> <p>Staff feedback data</p> <p>Parent feedback data</p>		
New Vision, Values & Aims put onto all relevant documentation and new signage	Resources identified and purchased and documentation updated.	All documentation updated and new signage in place.		

purchased for school as required / requested.				
New Vision, Value & Aims adopted by all stakeholders and demonstrated in practice.	Shared ownership and understanding of Vision, Values and Aims and used at all assemblies, meetings etc. Visible within the school in what we see and what we do.	Consistent and regular referral to new V, V & A within all forums within the school and openly discussed regularly by all stakeholders in line with practice and developments.		
<b>Final evaluation (for submission):</b>				

<b>Priority 4: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?		To develop clear and shared expectations for high-quality learning, teaching and assessment, to provide consistently high standards of practice across all classrooms. By embedding a culture of professional collaboration and moderation, we will ensure consistency in the planning, delivery and evaluation of learning experiences. This will enable staff to make robust, valid and reliable judgements that support high-quality learner progress and attainment over time.
Person(s) Responsible Who will be leading the improvement?	<b>T Harris (Senior Phase Depute Head Teacher), B Gilmour (BGE Depute Head Teacher), C Finnigan (S3 &amp; S4 PT), S Dunbar (S5 &amp; S6 PT), L Ireland (S1&amp;S2 PT), E McKellar (LTA Coach Primary) &amp; N Johnston (LTA Coach Secondary).</b>	

<b>(Please insert the relevant information below using the codes above)</b>	
<b>NIF Priority:</b> 4. Improvement in skills and sustained, positive school leaver destinations for all young people; 5. Improvement in attainment, particularly in literacy and numeracy.	<b>NIF Driver:</b> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. X 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
<b>NLC Priority:</b> 1.Improvement in attainment, particularly literacy and numeracy 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	<b>QI:</b> 2.3: Learning teaching and assessment 1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 3.2 Raising attainment and achievement
<b>PEF Intervention:</b>	<b>Developing in Faith/UNCRC:</b> Article 3 - best interests of the child Article 12 - respect for the views of the child Article 28 - right to education Article 29 - goals of education

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?

Staff self-evaluation from HGIOS 24/25 data and May 2024 HMIE feedback highlight the need for greater consistency in learning, teaching and assessment across the school. Variability in staff approaches, particularly in planning, differentiation and assessment, affects the quality of learning experiences. On few occasions planning does not consistently reflect individual learner needs, and moderation practices are not consistent. Strengthening shared expectations and embedding a culture of collaboration and moderation are essential to ensure all pupils experience high-quality, well-differentiated learning that leads to improved progress and attainment.

**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.**

<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>
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)		
<b>Policy</b> Creating and implementing a Learning, Teaching and Assessment (LTA) policy in line with NLC to suit the needs to the learners in Firpark.	Research and link in with local ASN schools to have an understanding of different LTA policies.  Redraft and implement the current LTA Firpark Policy created during in-service.  Create an overview poster for each room for LTA.  Link in with LTA NLC Hub to ensure it is in line with policy.	Staff feedback data  Authority feedback data  Documentation creation and posters.		
<b>Observation</b> Ensuring that observations are planned and consistent within the school, to allow for greater understanding of where we are on our journey.	Create an observation calendar for the year.  Create an observation proforma for consistency between SMT.  Create learning weeks for staff to observe.  Link in with LTA NLC Hub to ensure it is in line with policy.  Evaluate calendar and proforma and redraft where necessary.	Staff feedback data  Authority feedback data  Documentation creation		

<b>Planning &amp; Moderation</b> Creating and implementing consistent planning and moderation events within the school to allow for shared professional dialogue, alignment of expectations, and robust assessment practices.	Research into effective planning and moderation events/ activities.  Professional dialogue between NL schools to discuss planning and moderation calendars/ events.  Link in with LTA NLC hub with initial plans.  Create planning calendar for the year.  Create planning and moderation groups.  Create proforma for planning group discussion.  Evaluate process and redraft where necessary.	Staff feedback data  Authority feedback data  Documentation creation z		
<b>Final evaluation (for submission):</b>				

PEF ALLOCATION: £

NORTH LANARKSHIRE COUNCIL  
 EDUCATION & FAMILIES  
**EQUITY PLAN 2025-26**  
*(Internal recording; random sampling of PEF/Equity Plans will continue throughout the session).*



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. <b>For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.</b> Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.				
Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures

[illegible]

## Appendix 1:

When considering your 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	National Improvement Framework
<p>Article 1 - definition of the child</p> <p>Article 2 - non-discrimination</p> <p>Article 3 - best interests of the child</p> <p>Article 4 - implementation of the Convention</p> <p>Article 5 - parental guidance and child's evolving capacities</p> <p>Article 6 - life, survival and development</p> <p>Article 7 - birth registration, name, nationality, care</p> <p>Article 8 - protection and preservation of identity</p> <p>Article 9 - separation from parents</p> <p>Article 10 - family reunification</p> <p>Article 11 - abduction and non-return of children</p> <p>Article 12 - respect for the views of the child</p> <p>Article 13 - freedom of expression</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p> <p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p> <p>Article 19 - protection from violence, abuse and neglect</p> <p>Article 20 - children unable to live with their family</p> <p>Article 21 – adoption</p> <p>Article 22 - refugee children</p> <p>Article 23 - children with a disability</p> <p>Article 24 - health and health services</p> <p>Article 25 - review of treatment in care</p> <p>Article 26 - social security</p> <p>Article 27 - adequate standard of living</p> <p>Article 28 - right to education</p> <p>Article 29 - goals of education</p> <p>Article 30 - children from minority or indigenous groups</p> <p>Article 31 - leisure, play and culture</p> <p>Article 32 - child labour</p> <p>Article 33 - drug abuse</p> <p>Article 34 -sexual exploitation</p> <p>Article 35 - abduction, sale and trafficking</p> <p>Article 36 - other forms of exploitation</p> <p>Article 37 - inhumane treatment and detention</p> <p>Article 38 - war and armed conflicts</p> <p>Article 39 - recovery from trauma and reintegration</p> <p>Article 40 - juvenile justice</p> <p>Article 41 - respect for higher national standards</p> <p>Article 42 - knowledge of rights</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p>	<p>1.1: Self-evaluation for self-improvement</p> <p>1.2: Leadership for learning</p> <p>1.3: Leadership of change</p> <p>1.4: Leadership and management of staff</p> <p>1.5: Management of resources to promote equity</p> <p>2.1: Safeguarding and child protection</p> <p>2.2: Curriculum</p> <p>2.3: Learning teaching and assessment</p> <p>2.4: Personalised support</p> <p>2.5: Family learning</p> <p>2.6: Transitions</p> <p>2.7: Partnerships</p> <p>3.1: Ensuring wellbeing, equality and inclusion</p> <p>3.2: Raising attainment and achievement</p> <p>3.3: Increasing creativity and employability</p> <p><b>PEF INTERVENTIONS</b></p> <p>3. Early intervention and prevention</p> <p>4. Social and emotional wellbeing</p> <p>5. Promoting healthy lifestyles</p> <p>6. Targeted approaches to literacy and numeracy</p> <p>7. Promoting a high quality learning experience</p> <p>8. Differentiated support</p> <p>9. Using evidence and data</p> <p>10. Employability and skills development</p> <p>11. Engaging beyond the school</p> <p>12. Partnership working</p> <p>13. Professional learning and leadership</p> <p>14. Research and evaluation to monitor impact</p> <p><b>EDUCATION AND FAMILIES' PRIORITIES</b></p> <p>1. Improvement in attainment, particularly literacy and numeracy</p> <p>2. Closing the attainment gap between the most and least disadvantaged children</p> <p>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</p> <p>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>5. Improved outcomes for vulnerable groups</p>	<p><b>NIF Priorities</b></p> <p>6. Placing the human rights and needs of every child and young person at the centre of education;</p> <p>7. Improvement in children and young people's health and wellbeing;</p> <p>8. Closing the attainment gap between the most and least disadvantaged children and young people;</p> <p>9. Improvement in skills and sustained, positive school leaver destinations for all young people ;</p> <p>10. Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Drivers</b></p> <p>7. School and ELC Leadership</p> <p>8. Teacher and Practitioner Professionalism</p> <p>9. Parent/Carer Involvement and Engagement</p> <p>10. Curriculum and Assessment</p> <p>11. School and ELC Improvement</p> <p>12. Performance Information</p> <p><b>NIF Outcomes</b></p> <p>1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.</p> <p>2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.</p> <p>3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.</p> <p>4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap</p> <p>5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs</p> <p>6. Improving relationships and behaviour, and attendance, with increased engagement in learning</p>



<p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p>	<p><b><u>A QUALITY FRAMEWORK FOR ELC</u></b></p> <p><b>1 Leadership</b>  1.1 Leadership and management of staff and resources  1.2 Staff skills, knowledge, values and deployment  1.3 Leadership of continuous improvement</p> <p><b>2 Children thrive and develop in quality spaces</b>  2.1 Children experience high quality spaces</p> <p><b>3 Children play and learn</b>  3.1 Play and learning  3.2 Curriculum  3.2 Learning Teaching and Assessment</p> <p><b>4 Children are supported to achieve</b>  4.1 Nurturing care and support  4.2 Wellbeing, inclusion and equality  4.3 Children's progress  4.4 Safeguarding and child protection</p>	<p>and a culture of dignity and respect for all.</p> <p>7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.</p>
<p><b>Developing In Faith</b>  <i><b>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.</b></i></p> <ol style="list-style-type: none"> <li>1. Honouring Jesus Christ as the Way, the Truth and the Life</li> <li>2. Developing as a community of faith and learning</li> <li>3. Promoting Gospel Values</li> <li>4. Celebrating and Worshiping</li> <li>6. Serving the common good.</li> </ol>		