

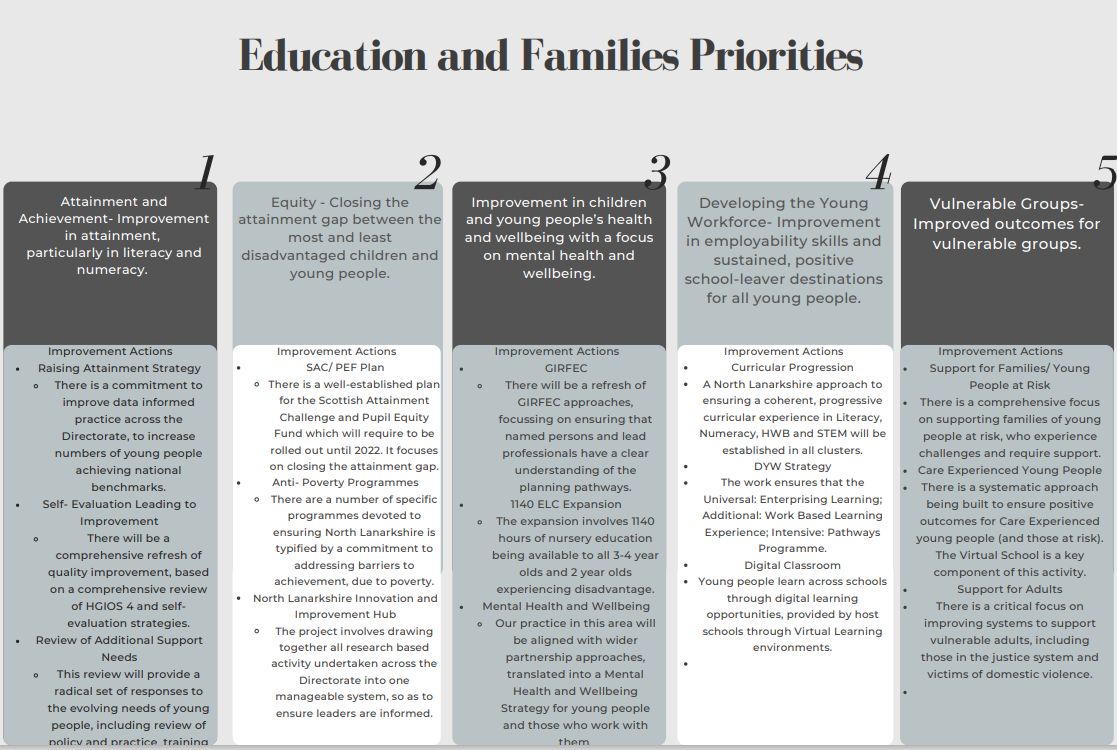
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2022-23**

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| **School:** | Glencairn Primary |
| **Cluster:** | Dalziel |

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| Improvement Plan Summary | |
| Cluster Priority: | Embed the empowering cluster model to ensure a consistent approach to integrative practice, assessment and planning for children, young people and families who require additional and intensive supports within the Dalziel cluster. |
| School Priority 1: | A consistent approach to Writing with progression in genres across all stages will be evidenced in the school by December 2023. Attainment in writing will increase by 10% in P4 and P7 by June 2023. |
| School Priority 2: | Meaningful and significant increase in parental engagement in children’s learning and in the wider life of the school by June 2023. All parents and carers will be offered a range of opportunities to re-enter the school post-pandemic to increase their understanding of the wider curriculum and to rebuild connections. |
| Nursery Class Priority: | To promote the importance of and raise attainment of all children in listening and talking skills by May 2023. |

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**School Vision and Values**

Our vision was developed by members of the whole school community.

*Glencairn Primary School is a supportive and inclusive learning community where all children are nurtured to develop skills for life, learning and work enriched by kindness and happiness.*

Our motto developed by the children is *Happy, Safe, Included, Challenged*.

**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)**

Microsoft forms and paper-based surveys, Whiteboard exercises such as Padlet.

**2022-23 Improvement Plan**

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| Cluster Priority : Long Term Outcome  What do you hope to achieve? What is going ot change? For whom? By how much? By When? | | **Improved assessment and planning for all children and young people identified within the Dalziel Cluster who require additional/intensive supports in health and wellbeing by May 2023.** |
| Person(s) Responsible  Who will be leading the improvement? | **Donna McCann and Sarah Reilly** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:**  3. Improvement in children's and young people’s health and wellbeing    5. Improvement in attainment, particularly in literacy | | **NIF Driver:**   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 attainment, particularly in literacy and numeracy. | | | |
| **NLC Priority:**   1. Improvement in attainment, particularly literacy 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. Improved outcomes for vulnerable groups | | **QI:**  1.3 Leadership of Change  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement | | | |
| **PEF Intervention:**   1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership 7. Using evidence and data 8. Engaging beyond the school | | **Developing in Faith/UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  The central objective is to ensure a consistent and timely response to assessment and planning supports for children, young people and families who require additional or intensive support for health and wellbeing through integrative practice, family support and the third sector. What we know is that there is an increase in distressed behaviours and children and young people seeking supports for mental health and wellbeing. A parent, pupil and staff survey was carried out in June 2022 to support the co-production of additional supports commissioned through the third sector. This is to ensure we are working in collaboration with children and young people to develop a service that meets the needs identified by them.  Key themes identified across the cluster that would help a lot a   * Relaxation 98% * Outdoor Activities 48% and 39% would help some * Physical Health 49% and 31% said it would help some   Assessment and moderation in writing has been identified as a cluster improvement through analysis of ACEL attainment data. | | | | | |
| **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**.  Family engagement worker, Cluster Support Teachers, Wellbeing base, £20,000 of funding received from the CMHWF, distributed between the third sector to provide supports in Physical health, mindfulness, peer mentoring for sustainability and supporting families in early years impacted by poverty through One Parent Family Scotland. CILL to support with GIRFEC refresh and Empowering Cluster approach to assessment and planning and implementation of wellbeing app. Cluster Learning Network. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| By February 2023 children, young people and families within the Dalziel and Dalziel High School cluster will have access to additional mental health and wellbeing supports within six weeks of need being identified. | A wellbeing meeting will take place to assess and plan appropriate supports for children and young people who require additional support for mental health and wellbeing. Family engagement worker will be deployed within 2 weeks of a wellbeing meeting taking place were deemed appropriate.  The new process map developed collaboratively with SW CAMHS and GP services will be implemented to refer CYP for access to support from the family engagement worker from other agencies. | | **Quantitive data**  Baseline data will be gathered through RFA received from all agencies.  Calculate the percentage of requests for assistance received by each agency  Count if a wellbeing meeting has been held  Calculate number of requests for assistance received are appropriate for additional supports. | October 2022 – Donna McCann, | February 2022 – Donna McCann |
| Almost all CYP receiving support from FEW would increase WB by 2 points on any area of Outcome Star journey of change scale by March 2023 | A consistent approach to outcome measures across the cluster for interventions at additional level | | **Quantitive data**  Pre and post measurement scale after each session to evaluate immediate impact  Teacher Evaluation  **Qualitative data**  Professional dialogue with the team around the child to capture observed positive changes in the following areas  Physical Health, confidence and self esteem, friendships, relationships, feelings and behaviours, education and learning, wider achievement and environmental factors. | October 22 – D McCann | March 2022 – Donna McCann |
| All establishments within the Dalziel cluster will use outcome Star as a collaborative tool with identified children, young people and their families who require supports at additional level by March 2023 | Outcome star will provide an effective action planning tool which will provide baseline data to measure outcomes. Outcome star will empower CYP to set meaningful targets to improve outcomes. This will provide a holistic and consistent approach measuring outcome improvements across the cluster. | | **Quantitative data**  Generated through the on-line star system from colleagues across the cluster. This can be used to evidence improved outcomes in the Journey of Change. Develop good practice, highlight emerging trends and inform cluster improvements and supports for health and wellbeing. | October 22 Donna McCann | February 22 Donna McCann |
| All establishments within the Dalziel cluster will use the wellbeing app as a planning tool for CYP who require additional or intensive level supports by December 2002 | Robust assessment and planning for CYP across the cluster | | **Quantitative data**  Number of plans on wellbeing app  **Qualitative data**  Improved assessment/ planning and integrative practice  Pupil/Parent voice is evident in planning | October 22 – Donna McCann | December 22 – Donna McCann |
| By April 2023 additional supports from the third sector will be available for 20 families from One Parent Family Scotland. 65 CYP from Social Track 15 primary pupils for targeted mindfulness interventions and a mindfulness peer education programme between secondary and primary schools. | Implement areferral system for CYP across the Dalziel to receive supports from third sector through the community mental health and wellbeing fund to provide support. This will improve outcomes and support the wellbeing of children and young people by offering the right help at the right time from the right people. | | **Qualitative data**  A parent, pupil and staff survey was carried out to support the co-production of the services commissioned. This is to ensure we are working in collaboration with children and young people to develop a service that meets the needs identified by them. Key themes identified across the cluster are  activities that lower anxiety 98%  Physical Health 57%  Impact measures  Outcome Star  Pre and Post evaluations  Focus groups | October 22 – Donna McCann | December 22 – Donna McCann  April 22 – Donna McCann |
| By May 2023 cross cluster assessment and moderation activities will be implemented to provide a shared understanding of all levels across the BGE in writing to support robust teacher judgement data. | Cross cluster assessment and moderation calendar with identified activities and shared pieces of work throughout session 2022-23 | | **Quantitive data**  An increase in attainment throughout the working levels in P4 and P7  Pre and Post questionnaires measuring teacher confidence after each session  **Qualitative data**  Teacher discussions with colleagues in relation to constructive feedback and understanding the standard/Benchmarks for each level.  Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time. | Ongoing Jennifer Di Mambro | Ongoing Jennifer Di Mambro |
| **Final evaluation:** | | | | | |

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | A consistent approach to Writing with progression in genres across all stages will be evidenced in the school by December 2023. Attainment in writing will increase by up to 10% in P4 and P7 by June 2023. |
| Person(s) Responsible  Who will be leading the improvement? | Denise Nicholson- PT, Rebecca Bone, Ellis Crothers- CRTs | |

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| **NIF Priority:** 3. Closing the attainment gap | | **NIF Driver:** 2. Teacher professionalism, 4. Curriculum and assessment, 6. Performance Information | | | |
| **NLC Priority:** 1. Improvement in attainment, 2. Closing the attainment gap | | **QI**: 1.1. Self-evaluation, 1.5 Management of resources to promote equity, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 3.2 Securing children’s progress | | | |
| **PEF Intervention:** 4. Targeted approaches to literacy and numeracy 7.Using evidence and data | | **Developing in Faith/UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?   * Staff development needs identified. * Writing has not been reviewed for a number of years in the school. * Attainment lower for writing at P1, P4 and P7 than in reading. * We have started moderating in the Cluster last session, this will continue to help build confidence and consistency. * The Covid lockdowns had a negative effect on progress in writing as it wasn’t as straightforward to teach when children were at home (class learning has a bigger impact in this area). * ACEL data shows that at the end of last session the current year groups’ achievement of a level in writing was – P2- 66%, P3- 58%, P4- 66%, P5- 56%, P6- 57%, P7 75%. At every stage, attainment in Writing needs to improve by up to 10%. | | | | | |
| **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**.  Cluster Resource Teachers to team teach with staff to support and teach children who are 6 to 11 months behind a level. This should help to increase the attainment of up to 10% of each class that they work with. Evaluations for this SIP will focus on P4 and P7 but support will be put in place in all stages for as long as the support is in our school. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| All learners from P2 to P7 will benefit from improved teacher knowledge and confidence in writing. Pre and post questionnaires to determine confidence to teach Writing will increase from  60 % to 90% by December 2022. | **School Leadership**   * Survey of current approaches * Agreement to follow a consistent approach * A shared understanding of planning and approaches | | **Staff**   * Microsoft Form to gather data. * SLT Tracking of planners. * Class learning Visits from SLT. * Peer Learning Visits   **Learners**   * SLT monitoring of classwork. * Focus group discussions during Class Learning Visits. | This priority has been difficult to work on due to staff changes and the Cluster Resource Teachers both having to do class cover from September.  A survey was done to determine what genres are taught at each stage and a staged approach was developed across P1 to P7.  SLT Learning Visits indicated that teachers took different approaches to teaching writing, some were more suited to the stage taught than others. Feedback was given to teachers on this.  We are engaging with the LTA team and Literacy is a focus of this. |  |
| Increase in P4 attainment levels in Writing by 10% (5 children) from its current level of 66% to 76%.  (53 children in total) | **Performance Information**   * 5 children identifies for targeted support during the weekly lesson. * Cluster Resource Teachers to team teach the lesson introduction and to work with the 5 identified children (across 3 classes).   **Teacher Professionalism**   * Continue to moderate planning and assessment of writing in Stages and across the Cluster. * Keep up-to-date with current guidance from Education Scotland and NLC Literacy Hub.   **School Improvement**   * Teachers to share examples of high quality lessons during School Improvement meetings and Peer Observations. * All planners and teaching resources to be accessible on the GPS Teams page and shared with staff. * Attainment in Writing to increase by 10% of the previous years’ ACEL data (same cohort) | | **Staff**   * Termly review of Forward Plans by SLT. * Assessments carried out by the Cluster Support teacher before and after the intervention. * Assessments based on the Benchmarks for First Level. * Moderation based on agreed criteria, shared in the Dalziel Cluster.   **Learners**   * High quality verbal and written feedback focusing on appropriate and specific phrases for conferencing to improve on writing. * Learners aware of their next steps and how to improve. * Learners knowing when they are successful (high quality examples of work and feedback that matches the success criteria). | Moderation in the Cluster took place in November 2022. The staff felt more confident after sharing their work with colleagues in the Cluster.  Another session is planned for the May INSET day. |  |
| Increase in P7 attainment levels in Writing by 10% (8 children) from its current level of 75% to 85%.  (75 children in total) | **Performance Information**  8 children identifies for targeted support during the weekly lesson.   * Cluster Resource Teachers to team teach the lesson introduction and to work with the 8 identified children (across 3 classes).   **Teacher Professionalism**   * Continue to moderate planning and assessment of writing in Stages and across the Cluster. * Keep up-to-date with current guidance from Education Scotland and NLC Literacy Hub.   **School Improvement**   * Teachers to share examples of high quality lessons during School Improvement meetings and Peer Observations. * All planners and teaching resources to be accessible on the GPS Teams page and shared with staff. * Attainment in Writing to increase by 10% of the previous years’ ACEL data (same cohort) | | **Staff**   * Termly review of Forward Plans by SLT. * Assessments carried out by the Cluster Resource teacher before and after the intervention. * Assessments based on the Benchmarks for Second Level. * Moderation based on agreed criteria, shared in the Dalziel Cluster.   **Learners**   * High quality verbal and written feedback focusing on appropriate and specific phrases for conferencing to improve on writing. * Learners aware of their next steps and how to improve. * Learners knowing when they are successful (high quality examples of work and feedback that matches the success criteria). | Cluster resource teachers were unable to take forward the support that they had planned to do with targeted groups from P4 and P7 due to class commitment. We are trying to utilise other staff to take this forward. |  |
| **Final evaluation:** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | Meaningful and significant increase parental engagement in children’s learning and in the wider life of the school by June 2023. All parents and carers will be offered a range of opportunities to re-enter the school post-pandemic to increase their understanding of the wider curriculum and to rebuild connections. |
| Person(s) Responsible  Who will be leading the improvement? | Gillian Lumsden- DHT, Sarah McConnell- Nurture Teacher, Lorna Kane- CLD Worker | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:** 2. Improvements in children and young people’s health and wellbeing, 3. Closing the attainment gap between the most and least disadvantaged children. | | | **NIF Driver:** 1. School leadership, 3. Parent/carer involvement and engagement, 5. School Improvement | | |
| **NLC Priority:** 1. Improvement in attainment, 2. Closing the attainment gap, 5. Improved outcomes for vulnerable groups | | | **QI:** 1.1 Self-evaluation, 1.5 management of resources to promote equity, 2.5 Family Learning, 3.3 Developing creativity and skills for life | | |
| **PEF Intervention:** 1. Early intervention and prevention,  6. Differentiated support, 9. Engaging beyond the school,  10. Partnership working | | | **Developing in Faith/UNCRC:** | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  We had started making very good progress with parental engagement since the current HT came into post in 2018. During the Covid Pandemic, parents could not engage in the way that we would have liked. We are now at the stage of improving our parental engagement in the children’s learning and in the wider life of the school. We will begin with an open afternoon and a survey to find out what parents would like to do. | | | | | |
| **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**.  CLD Worker funded from PEF (0.6)- £30,000 from PEF  Nurture Teacher- 0.5 from PEF and 0.5 match funded from NLC- £30,000 | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | |  |  |
| All parents and carers will benefit from the opportunity to tell the school what areas they would like more information and support with and we will create an Action Plan to address the identified need. | **School Leadership**   * Send a letter and text message to invite all parents to Open Afternoons * Send a paper-based questionnaire to all families. * Plan and organise 2 Open Afternoons on 6th and 13th of September 2022.   **School Improvement**   * Teachers to put themselves forward to be in a School Improvement Group. * Parental Engagement Group to meet and Plan the Open Afternoons and Questionnaires. | **Staff**   * All staff to be involved in the Open Afternoons. * Staff will have the chance to engage with the parents and to introduce themselves. * SLT to carry out a self-evaluation exercise to gather parents views. * CLD Worker to introduce herself and share what is on offer with the parents.   **Parents**   * Parent Council representatives to share their experiences on the Council and to give information on how to join or help out at events. * Parents will feel positive about visiting the school and meeting their child’s teacher. * Parents will feel that their views have been taken into consideration during the Open Afternoons.   **Learners**   * Learners will feel proud to show their parents round the school and classroom. * Learners will feel supported by their parents and witness a partnership evolve between teacher and parent. | | The Open Afternoon was well attended. Staff and parents responded positively to the afternoon. Staff enjoyed the opportunity to meet informally with parents and parents enjoyed being able to meet their child’s class teacher.  SLT, CLD worker and nurture teacher were also available to welcome parents and to answer any queries from parents.  A questionnaire was devised and distributed to each family to gather parents’ views on what they liked about the school, about communication and what they saw their role as in their child’s education. Less than half of the questionnaires were returned. Parents were also asked about ways they would like to be involved in school. The working party has collated the responses. Almost all were positive with further suggestions to consider. Some parents identified particular skills they could offer and we will identify extra curricular opportunities to utilise these skills.  We carried out a survey to identify what parents thought were the most important aspects of school. Using these as a starter, we will audit our current practice and identify improvements we can make. We will make an action plan to move these improvements forward. |  |
| All targeted families will continue to receive support from CLD worker as needs are identified. This will ensure that the parents are supported which, in turn benefits the children. | **Parent/Carer involvement and engagement**   * Parents to respond to invitations from CLD Worker for support. * Families identified by SLT to build relationships with the CLD Worker. * Parental trust in school staff and confidence in their parenting to increase. * Parents who require financial support or food to be supported discreetly and sensitively. * Pre-loved uniforms readily available to all families. | **Staff**   * HT/DHT to share information through a range of channels about the CLD offers and the pre-loved uniforms. * CLD Worker will continue to liaise with school staff to identify targeted families. * CLD Worker to continue to report engagement and issues to SLT. * CLD Worker to gain the trust of the targeted families and to support wherever she can.   **Parents**   * Parents to welcome the support of the CLD Worker and to build a trusting and mutually respectful relationship with her.   **Learners**   * Learners to benefit from the CLD Worker’s support of their family, though family learning and interventions to support equity. | |  |  |
| All families will have relevant and timely information to support them to access Third Sector support if needed and to engage in sessions run by the CLD Worker such as Solihull and Seasons, or workshops alongside their children. This will increase parental confidence to manage possible challenges posed by their child. | **Parent/Carer involvement and engagement**   * A wide range of courses and activities on offer. * Information shared in different ways. * Sessions run at suitable times for parents. * Questionnaires to determine the needs and the gaps to be filled. * Feedback questionnaires post-session to help to plan future opportunities. | **Staff**   * HT/DHT to share information through a range of channels about the CLD offers and the pre-loved uniforms. * CLD Worker will continue to liaise with school staff to evaluate the sessions run at universal level. * CLD Worker to report any concerns that may arise from her engagement to SLT.   **Parents**   * Parents to enjoy the family learning sessions with their children and to offer feedback to the CLD Worker ideas to improve the sessions.   **Learners**   * Learners to benefit from family learning programme of events and will learn new skills. | | The parents evening in November was well attended. All parents were given an appointment and most parents attended. Pupils were encouraged to attend with their parents and be involved in the discussion. Staff and parents spoke positively about parents night.  A calendar of class assemblies has been drawn up with staff selecting a date to suit their class. Attendance at the assemblies performed so far has been good and parents have responded positively to these. |  |
| All families will be welcome into the school building for a range of engagement sessions including but not limited to Parents’ Evening twice a year, Open Afternoon, Workshops in response to parents’ needs, Class Assemblies, Curricular Workshop. | **Parent/Carer involvement and engagement**   * Sign-in registers to count the number of parents attending events. * Feedback in different formats. * Responsive planning of events as well as regular planned events in the calendar.   **School leadership**   * Give parents notifications of events in order that they can make arrangements to attend. * Respond to suggestions made by parents of the type of workshop that they would like to come to. | **Staff**   * Staff will plan events and share the dates and times with all parents and carers. * Staff will take the parents views into consideration when planning the sessions. * Staff will share the information with parents who are unable to attend in person.   **Parents**   * Parents will attend events and give feedback in different ways- verbal, written and digital to help to plan future sessions. * Parents will be informed of their children’s progress and next steps in learning during Parents’ Evening and Girfme plan meetings. Parents will be given information on how they can support their child at home.   **Learners**   * Learners will be supported in the learning by their parents at workshops. * Learners will share what they have been learning at class assemblies. * Learners will be involved in Parents’ Evening progress discussions and Girfme Planning. | |  |  |
| Poverty-proofing policy- Cost of the School Day will benefit learners to allow them to access wider achievements. | **School Leadership**   * Create a Poverty Proofing Action Group to review the current plans and to consider the policy in light of the current Cost of Living Crisis. * Mindful planning of the Cost of the School Day.   **Parent/Carer Involvement and Engagement**   * Information on how to apply for Free School Meals and Clothing Grants shared with all parents. * Parent Council given information on the Cost of the School Day to inform their planning. * Parents given information on Food Banks, Pre-loved uniforms and the Financial Inclusion Team. | **Staff**   * DHT to send a Form to all Parents to gather views on the Cost of the School Day.   **Parents**   * Parents will share their views about the Cost of the School Day and make suggestions on how the school can make things easier for families in the current climate. | | The Cost of Living questionnaire will be sent to parents after the Spring break to identify possible barriers that parents face at the beginning of a new session and try to find some solutions to these issues.  We have a good stock of pre-loved uniforms that parents are able to access if required. Our CLD worker liaises with families to support this.  CLD worker accesses foodbanks and charities to support parents if required. |  |
| Parents of children receiving Nurture will be able to learn more about their children’s experiences and how they can support them.  The Nurture Teacher will help the parent with issues from home if requested. | **Parent/Carer involvement and engagement**   * Parents to feel supported and listened to by SLT and the Nurture teacher. * Parents actively involved in planning for their children’s nurture/ health and wellbeing support. * Parents will be signposted to relevant agencies who can offer support. Parents will feel empowered to support their children.   **Teacher Professionalism**   * The Nurture teacher to attend courses and engage in Professional Reading to help support the children in her care. * SLT to support the Nurture teacher and to seek advice and guidance from other Nurture teachers, Educational Psychology and the CIIL/Cluster Support. | **Staff**   * PT, Denise Nicholson to administer Outcome Star with identified children before the Nurture sessions begin and administer again 8 weeks later. This measure is a strengths-based approach to improving outcomes for children. * Boxhall Profile to be administered with identified children. This will identify the children’s skills to access learning and help to create a plan for Nurture support. | |  |  |
| **Final evaluation:** | | | | | |

**Nursery**

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| Priority 1:  Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | To promote the importance of and raise attainment of all children in listening and talking skills by May 2023 |
| Person(s) Responsible  Who will be leading the improvement? | **NMT, all staff** | |

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| **NIF Priority: To improve attainment particularly in literacy.** | | **NIF Driver: Curriculum and assessment, Parental involvement and engagement, Practitioner professionalism** | | | |
| **NLC Priority: Attainment and achievement – improvement in attainment, particularly in literacy and numeracy. Equity – closing the attainment gap.** | | **QI:2.2 Curriculum 2.7 Partnerships 3.2 Securing children’s progress** | | | |
| **Care Inspectorate Quality Framework – 1.3 Play and Learning, 1.4 Family engagement** | | **Health and Social Care Standards – 1.27 I am supported to achieve my potential…** | | | |
| **PEF Intervention: N/A** | | **Developing in Faith/UNCRC: Article 12 – I have the right to be listened to. Article 28 – I have the right to an 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?  From the data collected within our Improvement Plan 2021 -2022 alongside our observations, planning and tracking it was evident that there is a gap within the attainment of listening and talking skills acquired by the majority of our learners. The barriers identified which may have an impact on our current and future learner’s attainment are: 100% of children have been affected by the pandemic due to limited opportunities for socialisation and access to community groups e.g. playgroup etc. 38% of children live in SIMD 1 and 2 areas, 17% have been identified as English as an additional language (EAL). 16% have been identified with either additional support needs or assessed developmental delays.  Our self-evaluation data shows that all staff require further opportunities to explore the Curriculum for Excellence focusing on the 7 principles of curriculum design, 4 capacities and consider the cross curricular model incorporating Realising the Ambition.  From the tracking we can see a gap in utilising the Leuven Scale to its full potential. We have introduced the wellbeing indicators within the tracking format, however, we have identified that these have not been used to their full potential. Therefore we will refocus on this ensuring that the learner’s emotional wellbeing underpins the levels of involvement. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF.  **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change?  What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **January 2023** | **May 2023** |
| Learners will benefit from improved pedagogical practice in listening and talking in regards to developing staff’s knowledge and confidence in using the 7 principles of CFE upholding the 4 capacities and incorporating the 3 principles of RTA Being Me. | Practitioner professionalism  Provide targeted CLPL on curriculum design.  Improve staff knowledge for best pedagogical practice – benchmarks and milestones  To introduce the theory of Sustained Shared Thinking in order to extend staff’s understanding of the higher order thinking skills.  Champions to provide suitable training on research  Collaborate with other agencies and universities | | Practitioner professionalism  Pre and post staff questionnaires, levels of staff engagement and participation of staff CLPL.  CLPL evaluations and feedback  PRD discussions  Minutes of meetings  Self evaluation  Monitoring tracking | All members of staff have participated in exploring Education Scotland Pedagogy resources, exploring the 7 principles and 4 capacities. We can see the impact of this through their interactions, observations and planning.  All champions continue to explore their areas of interest and cascade information to all staff.  We continue to work closely with SALT and the teacher of the deaf.  All staff members are beginning to use the benchmarks and milestones when considering every child’s progress and development |  |
| Learners will benefit from attuned and responsive interactions appropriate to age and stage of development | Practitioner professionalism  Provide CLPL opportunities on the use of Leuven Scale highlighting that emotional wellbeing and levels of involvement intertwine.  Provide training on ASD and milestones for all learners.  Investigate Bloom’s taxonomy  and Maslow’s hierarchy of needs theory | | Practitioner professionalism  Measure the use of the Leuven Scale within the tracking.  Pre and post staff questionnaires, observations of staff engagement and interactions within the playroom. | Most staff have had the opportunity to participate in ASD training led by Louise. All staff have completed pre training questionnaires. The staff who have attended have completed post training questionnaires. This has had an impact on their understanding of ASD and some of the behaviours a few of our children are displaying. |  |
| Increase in all learners’ attainment in regards to developing listening and talking skills. Targeting 38% of children who live in SIMD 1 and 2 areas as well as the 17% of children who have English as an additional language and the 16% identified with an additional support need. | Curriculum and Assessment  Using the tracking to identify and provide targeted support to introduce appropriate interventions which encourage the development of listening and talking skills for each individual learner: PECS, symbolised environment, GIRFEC, UNCRC, Language land, Early language and listening group, colourful semantics etc.  Work in partnership with outside agencies | | Curriculum and Assessment  Summative assessments  Monitoring and moderation  Tracking document  Early Years Profile (SALT)  SWAY’s  Reporter  Personal Plan targets | From the tracking alongside observations, we can clearly see who requires additional support or any challenges. The children currently attending the communication group are making excellent progress. The skills they are learning from attending this group is now transferring into the playroom. Of the 20 children who take part in this group 5 have successfully moved on from this and will begin Language land intervention. All staff continue to enhance the children’s communication skills by modelling language, asking open ended questions in order to develop the children’s thinking skills. |  |
| Increase parental partnership to secure better outcomes through delivering programmes which will improve health and wellbeing and literacy outcomes for all. | Parental involvement and engagement  Focus on specific interventions delivering one each term beginning with Book Bug – PEEPs – Solihull. Other opportunities will be the introduction of a literacy home link bag, stay and play sessions and celebrations of successful forest school achievements. | | Parental involvement and engagement  Monitoring and moderation  Track the level of engagement in each intervention throughout the delivery.  Questionnaires pre and post  Home link diary  End of year feedback | Maria has successfully delivered weekly book bug sessions with a group of parents. Both parents and children report how much they are enjoying this group. The children are becoming more confident participating in this group which has helped them become more confident in the playroom. Maria now provides weekly book bug sessions to a group of identified children.  Melissa has successfully delivered weekly PEEP’s session with a group of parents. Parents have reported how much they have enjoyed taking part in this group and making links with other parents. Debbie is currently undertaking the PEEPs accreditation.  We have added weekly Stay and Play sessions to our term calendar, over the last term we had over 40% of our parents joining these sessions. The parents who have joined reported how much they enjoyed spending time in the playroom with their children, meeting the staff and exploring the playroom. This will continue this term. |  |
| **Final evaluation: May 2023** | | | | | |

**nOrth Lanarkshire Council**

**PEF ALLOCATION: £ 90,650**

**SAC RESOURCE: Cluster Attainment Teacher**

**Education & FAMILIES**

**EQUITY PLAN 2022-23**

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| **Rationale for EQUITY plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression |

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| Priority 2  Meaningful and significant increase parental engagement in children’s learning and in the wider life of the school by June 2023.  Additional Priority- Nurture Interventions | £30,000 for the Nurture teacher (NLC Matched-funding)  And £12,000 for the ASNA to support the children who attend nurture. | * The approach addresses the second NLC Tackling Poverty priority to ‘support all children and young people to realise their full potential’ by recognising where an equity of opportunity can help them. * The approach also intends to address the third priority which is to ‘improve the health and wellbeing of our communities’ by ensuring that children are aware of the benefits of healthy eating, fresh air, and exercise. To support their mental health and wellbeing though nurturing approaches and by offering a safe space and key adult. This will build the children’s confidence and aspirations. * The fourth priority ensures that through our work with these children, we ‘enhance participation, capacity and empowerment across our communities’. We intend to do this by encouraging independence and an ownership of their feelings and actions. We don’t put a ceiling on achievement, and we plan to provide a range of opportunities to meet their needs. We will strive to work closely with the families to ensure they feel supported and listened to. | Long term outcomes   * Increase attention, engagement, and participation in learning for three P1s and one P2 pupil by the end of June 2023. To provide a foundation from which enhancements in academic achievement might reasonably be expected on return to their mainstream class. * Build capacity in three P3 children to identify different emotions and to be able to recognise these. The aim is to increase their coping strategies which will reduce their trauma responses. * Support a P4 pupil who has suffered trauma to feel safe and included at school. Build on his interests and adapt teaching approaches whilst remaining mindful that he has anxiety and often responds with fight or flight. Work with his parents to recognise his need for security and predictability. * Guide and support a family who have experienced challenges in a previous school. Be mindful of their journey and keep lines of communication open. Support them to build friendships and to feel included in the school community. * 37% of our pupils live in SIMD 1 and 2 and 24% live in SIMD 9 and 10. * Our attainment gap between the most and least deprived children across P1, P4 and P7 is 22.9% in Listening and Talking, 11.8% in Reading, 11.1% in Writing and 20.2% in Numeracy. * We are working on Listening and Talking skills and in the Nurture room which will have a positive impact when the children work in their classes. This should lead to improvement in other curricular areas as children should be more able to listen, retain knowledge and apply skills across different curricular areas. * Children who are supported to recognise and manage emotions will increase their capacity to learn across the curriculum. * Staff training in Outcome Star, LIAM, Boxhall Profile and Seasons for Growth will ensure that these interventions can be used as part of our planning and evaluation cycle year-on-year and more children can benefit. * Early intervention to ensure best possible outcomes, create good learning and engagement habits as we know that if children can receive the support early, then this can reduce the attainment gap later in their education. * Working with families whose children are supported in Nurture to ensure a shared understanding, common language, and collective approach. | * Outcome Star results * Boxhall Profile results * Pupil Questionnaires * Attendance monitoring * Engagement in Nurture activities |
| Priority 2  Meaningful and significant increase parental engagement in children’s learning and in the wider life of the school by June 2023. | CLD Worker 0.6  £30,000 | Research shows that ‘positive parenting experiences, especially a more stimulating home learning environment when children were young, helped to promote better long-term outcomes’ (Sammons, Toth and Sylva, 2015). Highlighting to parents the positive impact that they can have on their child’s learning is crucial.  **Engaging Parents and Families, Section 5, page 4, Education Scotland (2019).**  CLD Worker is now in her 4th year of working in Glencairn and has built positive relationships with identified families and has increased her training to offer more interventions. | * To connect families with Third Sector organisations who can support them with finances, skills development and employment. * To work with families whose children are supported in Nurture to ensure a shared understanding, common language, and collective approach. * To offer Seasons for Growth Adults programme to give parents/carers the opportunity to reflect on their own grief and how that affects them. The focus is on grief and change. * To facilitate a walking group for mindfulness and exercise to build parents own health and wellbeing which will, in turn help them to support their children better and recognise the importance of living a healthy lifestyle. * To refer parents for active health referrals and support them to attend the local community gym. * To offer Relax Kids to parents and children of identified pupils who have been struggling with managing their emotions. * To facilitate a LIAM workshop to raise awareness of how to support their children with anxiety or phobias. * To offer a free block of Seasonal Crafts for families who might otherwise not be able to afford to buy these resources. This will be followed up with a pack which the families can use at home. | * Parent evaluation * CLD feedback to HT |
| Outdoor Learning | Part-fund P7 residential trip for children in receipt of FME/living in SIMD 1 and 2  The overall cost of the trip to pupils is £340 for the week, which includes travel, accommodation, food and activities. This means there are no further costs incurred whilst on the trip.  To ensure equity of access to this experience, we will financially support those pupils in receipt of free school meals. This equates 9 children out of 72, which is 8% of the pupils going. The cost of the trip to be paid by these children will be £110. The total cost of this to be funded via PEF is £2070. | * Previously in North Lanarkshire, all Primary 7 pupils were offered the opportunity to attend a weeklong residential trip to take part in outdoor learning activities. Due to the closure of the facility, this offering has ceased with a non-residential week now offered. * Following consultations with staff, pupils and parents, it was decided that the school would seek an alternative residential experience for the pupils to fill this gap. * Through this residential week, children will take part in experiences that cannot be replicated elsewhere. The outdoor activities will allow our pupils to develop self-confidence, resilience, team work and self-esteem. * The residential aspect of the week is equally as important for the learning and development of our pupils. By staying away from home for the week, pupils will be encouraged to become more independent, taking responsibility for their own belongings and equipment issued to them, and also having to work as part of a larger team to be responsible for their own sleeping accommodation. | * The intended outcome for this funding is to ensure all children in Primary 7 have equity of access to this experience, and therefore to ensure all pupils who can, take part in the trip. By taking away the barrier of cost to those families who most need support, we will ensure that each pupil has the same access to this experience. Access to such activities can be limited to non-existent, and even more so for children identified through their entitlement to free school meals as they are also identified as living in an area of low SIMD. By creating this opportunity for them, we are giving them the chance to take part in experiences that they may never do again. * The impacts of residential, outdoor activities weeks are many. The impact can be instantaneous, but more often, the impact is something which our pupils will carry with them for a long time. The development of their confidence and feeling of self-worth is something that will stay with them and carry across to other areas of their lives. It will also set them up for the crucial stage of their life as they transition to high school. The development of their resilience and ability to take their own initiative will further support them through this transition into high school and beyond. | * Pupil questionnaire * Parent/carer feedback * Staff feedback |

**EQUITY CHECKPOINT 1: JANUARY 2023**

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| **Priority** | **What is going well? (Impact)** | **How do you know?**(**Evidence**) | **Describe any changes you have made/will make to your Equity plan** | **Support required? Next steps** |
| **Priority 2**  **Nurture support** | * The children who attend Nurture now feel safe and secure in school. For our identified children who are facing barriers to learning and engagement, the nurture teacher and ASNA are key adults to support with emotional regulation and self-reflection. This has had a positive impact on their behaviour in school. * The children’s attention and participation as they work on talking and listening skills. Children have opportunities to work in small peer groups and learn co-operative learning skills. * The children can begin to identify different emotions and learn strategies to cope in difficult situations in school. A daily routine encourages predictability. * The children can have access to healthy food in the Nurture room which develops good eating habits and a greater ability to focus on their learning. * Improvements in social emotional and behaviour development are providing a foundation from which enhancements in academic achievement can begin. * Improved attendance and time-keeping rate for three targeted children. * Improved communication with the parents/carers of the children affected by poverty, which builds greater trust and positive relationships. * Equity of opportunity for children in P7 to attend the Outdoor Residential Trip by part-funding the cost for children in receipt of free school meals. * Improved self-esteem and confidence of five parents who have attended the walking group and this has led to a motivation to involve their children in similar activities. | * A calmer school environment * Increased pupil engagement of the most marginalised children * An inclusive ethos * Effective staff to staff communication * Positive feedback from the children who require nurture support * Parents of new P1 children are calmer when leaving their child at school if the child has struggled with transition * Head teacher and DHT more able to engage in management tasks compared to last session when they were the main source of support for individuals. | We have a carry-forward to spend in addition to the amount stated above. *Amount still to be verified by the AFA.*  We have looked at the NLC framework for SAC and PEF and we are planning to apply for activity-based learning and community engagement for 4 families who are affected by poverty and who would benefit from increased attendance and engagement. | Support required for three children, two P2 boys and a P4 boy who are receiving support, but progress is slow. |
| **Priority 2**  **CLD Worker** | * The CLD Worker responds to the expressed needs of identified families and plans what the appropriate engagement will be e.g. adult learning literacy or Solihull parenting. It empowers the parents to understand what supports are available in the community and builds on their confidence, linked to the fourth priority. * The support to the parents by the CLD Worker addresses the first NLC Tackling Poverty priority to ‘improve economic opportunities and outcomes’. This ensures families are accessing all funding opportunities and maximising their household income. * Improved attendance and time-keeping rate for three targeted children. * Improved communication with the parents/carers of the children affected by poverty, which builds greater trust and positive relationships. * Improved attendance of three children living in poverty which will in turn increase their attainment and engagement in school life. * Improved confidence of five parents to support their child appropriately with homework and class learning. | * CLD worker regularly feeds back to the HT how the interventions and engagements are progressing. * Identified parents have developed confidence and are more likely to become involved in other initiatives for them and their children. |  |  |

**EQUITY CHECKPOINT 2: MAY 2023**

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| **Priority** | **What is going well? (Impact)** | **How do you know?**(**Evidence**) | **Describe any changes you have made/will make to your Equity plan** | **Support required? Next steps** |
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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:

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| **UNCRC** | **HGIOS 4 & HGIOELCC** | **National Improvement Framework: priorities and drivers** |
| Article 1 - definition of the child  Article 2 - non-discrimination  Article 3 - best interests of the child  Article 4 - implementation of the Convention  Article 5 - parental guidance and child's evolving capacities  Article 6 - life, survival and development  Article 7 - birth registration, name, nationality, care  Article 8 - protection and preservation of identity  Article 9 - separation from parents  Article 10 - family reunification  Article 11 - abduction and non-return of children  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  Article 19 - protection from violence, abuse and neglect  Article 20 - children unable to live with their family  Article 21 – adoption  Article 22 - refugee children  Article 23 - children with a disability  Article 24 - health and health services  Article 25 - review of treatment in care  Article 26 - social security  Article 27 - adequate standard of living  Article 28 - right to education  Article 29 - goals of education  Article 30 - children from minority or indigenous groups  Article 31 - leisure, play and culture  Article 32 - child labour  Article 33 - drug abuse  Article 34 -sexual exploitation  Article 35 - abduction, sale and trafficking  Article 36 - other forms of exploitation  Article 37 - inhumane treatment and detention  Article 38 - war and armed conflicts  Article 39 - recovery from trauma and reintegration  Article 40 - juvenile justice  Article 41 - respect for higher national standards  Article 42 - knowledge of rights | 1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  1.4: Leadership and management of staff  1.5: Management of resources to promote equity  2.1: Safeguarding and child protection  2.2: Curriculum  2.3: Learning teaching and assessment  2.4: Personalised support  2.5: Family learning  2.6: Transitions  2.7: Partnerships  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability  Specific to HGIOELC  3.2: Securing children’s progress  3.3: Developing creativity and skills for life | NIF Priorities   1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people’s health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy.   **NIF Drivers**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information |
| **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 |
| **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. | | |