

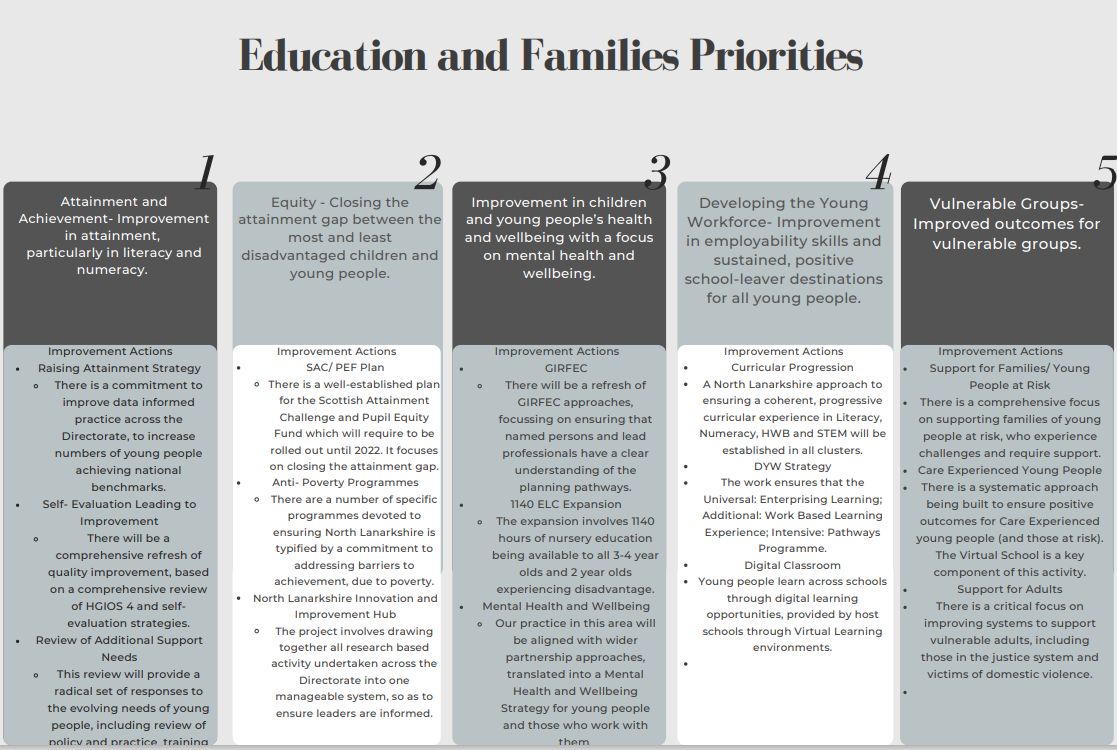
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2023-24**

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| **School:** | Glencairn Primary School |
| **Cluster:** | Dalziel |
| **Head Teacher:** | Sarah Reilly |

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| Improvement Plan Summary | |
| Cluster Priority: | Moderation of planning at P7 and S1/S2 levels in Literacy and Numeracy. |
| School Priority 1: | Increase the overall attendance percentage from 92.7% to 95% and increase the attendance of 12 pupils whose overall attendance in 2022-23 was under 80% to at least 85% by the end of term. |
| School Priority 2: | Increase teacher confidence to use digital approaches across the curriculum and ensure a consistent and progressive approach to planning for digital learning. |
| School/Nursery Class Priority: | Ensure children receive their entitlement to Learning for Sustainability and experience a progressive and coherent approach to Literacy, Numeracy and IDL. |

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**School Vision and Values**

We are committed to providing a nurturing and inclusive school and nursery where children can be curious, creative and connected; a place where children can aim to reach their full potential whilst developing skills for life, learning and work. Children and families are at the heart of everything we do.

Values- Teamwork, Inclusion, Kindness and Respect. Motto- Happy, Safe, Included.

**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 Form for pupils from P1 to P6, completed by 200 children as a consultation on the current curriculum offers and views gathered on what the children would like to learn more about.

Survey of teachers’ confidence to teach Learning for Sustainability in the curriculum and survey of confidence in use of spreadsheets and 4 digital programmes.

Parent Council consulted on their willingness to share their experience of the World of Work with the pupils through DYW engagement sessions. Form sent to parent forum to request the support of parents to come and talk about their jobs.

**2023-24 Improvement Plan**

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| Cluster Priority: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | * By May 2024 all establishments within the Braidhurst and Dalziel cluster will have a shared understanding of moderation of planning E’s and Os and Benchmarks within level 2 of literacy and numeracy. Focused moderation activities and a consistent approach to the new NLC progression pathways will improve attainment in literacy and numeracy, as evidenced P7 & S3 ACEL data and Teacher Professional Judgement. * All establishments within the Braidhurst and Dalziel cluster will engage in a professional enquiry to share good inclusive practice, focusing on approaches to improve the engagement and achievement of all learners including those who require additional support by May 2024. |
| Person(s) Responsible  Who will be leading the improvement? | CIIL, Cluster HTs and associated school staff and Education Psychologist | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:**  5. Improvement in attainment, particularly in literacy and numeracy. | | **NIF Driver:**   1. Curriculum and Assessment 2. Teacher and Practitioner Professionalism | | | |
| **NLC Priority:** Improvement in attainment, particularly literacy | | **QI: 2.3** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC:** Article 28 - right to 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 a priority? What data did you have to support this?  Assessment & Moderation  Literacy and Numeracy data across the cluster show some dips in achievement at level 2. Feedback from staff at transition meetings support the continuation of cluster moderation activities to improve confidence around TPJ and understanding standards at key transition stages to ensure seamless transition and progression across establishments.  The Circle Framework  There is an increase in the number of children and young people across the cluster with additional support needs and a whole cluster approach to develop inclusive practice will support the presumption of mainstream and improving outcomes for all. Working in partnership with psychological service the professional enquiry will improve pedagogy by embedding inclusive practice, equity and wellbeing at the centre of planning for children and young people at universal level. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2**  **(Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| By May 2024, professional judgement levels in literacy in P7 and S3 will have improved through planned moderation activities at school, cluster and cross cluster level. | Assessment and Moderation planned activities throughout the academic year  Planning and identifying specific Es and Os and benchmarks. The focus will be on planning for reading for understanding, analysis and evaluation with a particular focus on summarising and using own words.  Shared and consistent assessment strategies as part of planning process    Developing the use of shared terminology and success criteria  Calendar of shared observations across schools    All schools will make use of the Education Scotland – Moderation Hub. | | **Quantitive data**  Pre and Post evaluations measuring teacher confidence after each session.  Assessment evidence and school tracking data will support Teacher Professional Judgement and ACEL data.    **Qualitative data**    Teacher discussions with colleagues in relation to constructive feedback and understanding progression pathways and benchmarks at level 2.    Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time. |  |  |
| By May 2024 teacher judgement professional judgement levels in numeracy in P7 and S3 will have improved through planned moderation activities at school, cluster and cross cluster level. | Assessment and Moderation planned activities throughout the academic year.  A focus will be on   * Number process work * Recall * CPA approach | | **Quantitive data**  Pre and Post evaluations measuring teacher confidence after each session.  Assessment evidence and school tracking data will support Teacher Professional Judgement and ACEL data.    **Qualitative data**    Teacher discussions with colleagues in relation to constructive feedback and understanding progression pathways and benchmarks at level 2.    Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time. |  |  |
| By May 2024 a shared understanding of inclusive classroom environments will be evident in planning for children and young people’s wellbeing. | Training and awareness to all staff from Education Psychologist through cluster level agreement.  CLPL - Education Scotland Circle Framework – CPD opportunity shared with all staff.  Professional learning enquiry workshops set up and delivered in conjunction with Educational Psychologist. | | Evaluations pre and post each workshop.  Number of teachers who engage in the CPD opportunity.  Improved planning for children through environmental audit is evident in GIRFME plans. |  |  |
| **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? | | Increase the overall attendance percentage from 92.7% to 95% and increase the attendance of 12 pupils whose overall attendance in 2022-23 was under 80% to at least 85% by the end of term. |
| Person(s) Responsible  Who will be leading the improvement? | Cameron Galloway | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:**  1. Placing the human rights and needs of every child at the centre of education.  2. Improvements in children’s health and wellbeing.  3. Closing the attainment gap between the most and least disadvantaged children. | | **NIF Driver:**  School and ELC Leadership  Parent/ carer involvement and engagement  Performance information | | | |
| **NLC Priority:**  2. Closing the gap between the most and least disadvantaged children.  3. Improvement in children’s health and wellbeing.  4. Improved outcomes for vulnerable groups. | | **QI:** 1.5, 2.1, 2.4, 2.7, 3.1 | | | |
| **PEF Intervention:**  1. Early intervention and prevention  7. Using evidence and data  9. Engaging beyond the school  10. Partnership working | | **Developing in Faith/UNCRC:**  Article 3- best interest of the child  Article 18- parental responsibilities  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:  Support from CLD worker who is PEF funded 0.6 and will contact families whose children do not have regular attendance or frequent unexplained absence. The cost of a CLD worker from PEF is £16,000. Although this is only a small part of her overall remit. | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Evidence from 2022-23 shows that our overall attendance rate is 92.7%. Tracking evidence suggests that 12 children (3.5%) had an overall attendance rate of less than 80%.  From the information that we hold, none of the reasons for non-attendance at school related to ill health of the children in this targeted group. From the total number of children with attendance lower that 80%, seven of those children live in SIMD 1 and 2 and three of them live in SIMD 3 and above. (Two of these children are living in temporary accommodation).  A new Family Engagement Worker took up post last session in the Dalziel Cluster and she has maintained contact with these targeted families and offered support to get them to school. For three of these families this had a positive impact.  The target for NLC attendance is 95% which is 2.3% higher than Glencairn’s overall attendance for 2022-23. We are aiming for 95% or above this year.  A new policy and flow chart has been created in the Cluster to support attendance and to give staff clear unambiguous guidance on what to do if a pupil’s attendance falls below acceptable levels.  Some teachers have not been recording afternoon attendance correctly on register and this needs to be tightened up to ensure an accurate reflection on all attendance. Cameron Galloway, PT is part of a raising attendance Cluster group looking at improving attendance and he will lead this priority in Glencairn. | | | | | |
| **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**.  Tracking using Seemis, issuing of letter and linking with the Family Engagement Worker and CLD Worker depending on the circumstances and relationships already established to ensure the best outcome. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| By 30th of October 2023 all class teachers will be confident to record the correct absence code for children on their class registers. | * Head teacher to remind staff of the importance of the correct register codes. * Codes to be issued to all teachers as a point of reference. * Clerical assistants to indicate on the register any absence messages from parents. * Head teacher to spot check registers and monitor any unusual patterns and speak to individual teachers as necessary. | | * Head teacher and PT to audit the registers monthly and spot check if required to ensure that the correct codes are being used and the am and pm registers are completed accurately. This will ensure a more accurate overall attendance rate. | * Almost all teachers are using the correct codes and recording absence accurately. | * All teachers are using the correct codes and recording absence accurately. |
| By 22nd December 2023, 4 of the targeted 12 children will have an attendance rate that exceeds 80% and rises instead of falls. By 31st May 2024 a further 4 children will have an increased attendance rate that exceeds 80%. | * Cameron Galloway to monitor and track attendance at the end of every month. * Cameron to check reasons for non-attendance for our clerical staff. * Clerical staff to call parents on this targeted list and to inform HT and PT of any reasons for absence and the current situation if it is for more than one day. | | * We will see an increase in the overall attendance figures for these children. * Record factors giving rise to absence after a discussion with the clerical staff and class teacher | * To be evaluated at next checkpoint. | * Overall attendance to December 2023 is 88.42% |
| By 31st of May 2024 the whole school attendance percentage will be 95%, an increase of 2.3%. | * Cameron Galloway to monitor and track attendance at the end of every month. * Cameron to check reasons for non-attendance for our clerical staff. * Cameron to follow Cluster flow chart to identify next steps for each individual attendance case. | | * Progress is tracked in the attendance monitoring folder and is an agenda item on SLT meetings. * Attendance is discussed at tracking meetings with teachers in October, January and April. * Cluster flow chart is followed, and appropriate steps taken. | * To be evaluated at next checkpoint. | * Overall attendance to 13th May is 92.79% * 2% lower than expected. We have a new pupil who started in April 2024 whose attendance was under 20% in his previous school and we have involved Social Work already as the same pattern is starting here. |
| Reasons for non-attendance in targeted group will have been identified and for 4 pupils with an attendance rate under 85% will have been referred to the Cluster for support from the Family Engagement Worker, Social Work or the Reporter. | * Learner and parent voice will be recorded and used to agree a plan. * Targets will be set jointly and shared at regular review points throughout the year. * Head teacher to monitor the attendance of any child who has a safeguarding risk or is on the CP register. * Head teacher to monitor the attendance of Care Experienced children. | | * Trends in absence are recorded and monitored. Trends are used to support the parents if required by highlighting barriers to coming to school. * Appropriate support will be offered to families from the Family Engagement Worker or CLD worker or school staff where appropriate. * As of August 2023, no pupils are on CP or have a safeguarding concern. This will be monitored when required. * As of August 2023, 3 children are Care Experienced. | * For Pupil A and B, attendance has increased and is now not a concern. * Continue to monitor and pass on this information to the class teacher next year. * In February, forest school sessions were organised and targeted 3 identified pupils with low attendance. In this time frame, Pupil A showed a 3% increase in attendance, Pupil B showed a 2% increase and pupil C’s attendance stayed the same, halting the previous decline. | * For pupil D, a report has been sent to the Reporter and the family have been allocated a Social Worker. * Attendance of pupil C monitored daily, and emails sent to Social Work if he is not at school. |
| Significantly low attendance rate of an identified pupil will have increased following a package of support to her and her family. | * Follow Cluster Flow Chart for attendance. * Continue to call the family and support her when she tries to come to school. * Keep CLD Worker informed so she can offer support. Link in with FESW to call, text and do home visits. | | * Look at individual record. * Keep lines of communication open with a focus on trying to encourage her to come to school when she can, | * Cluster support meeting with mum and CLD. * Meetings seem to have a positive outcome, but the parents are not able to follow through on the plans. * FESW has been building a relationship with her, taking her out places. * Finance help has been offered via the CLD Worker. | * This pupil is now more disengaged. * Attendance has dropped again. * Meetings have taken place in school. * Cluster wellbeing meeting took place on 7th May. * Moved further away so they are not as able to walk to school. * Bus passes renewed by the school * Personal family issues have been a factor in the mum’s ability to get her to school. * Social Work have just been appointed * The family are looking at going to new school in their catchment. |
| **Final evaluation:**  Our average school attendance at the start of this year was 92.5%, this has now risen to 92.7%.  Overall school attendance has been affected by 6 children who have been absent due to visiting family abroad for many months. Adjusting our absence to account for these 6 children takes our average attendance to 93.8%  Cameron Galloway, principal teacher, has attended 2 West Partnership collaborative action research sessions to meet with other professionals to examine ways to tackle low attendance. Some strategies from these sessions have been adopted, focusing on parental engagement and relationships.  Absence and attendance procedures were updates and shared with staff for pupils absent for longer than a 3 day period.  9 children at risk of low attendance were identified. Office staff and class teachers were asked to notify SLT if these pupils were absent for more than 1 day. 4 of these pupils have shown an increase in attendance and 5 have decreased.  5 specific children identified at most risk of low attendance have been supported by our family engagement support worker (FESW). 2 of these pupils have shown an increase in attendance this year.  Where identified, our community learning and development worker (CLD) has been working with parents and families in need of additional support at home. This has a direct impact on attendance of pupils identified in previous academic years who did have low attendance. For this academic year, these pupils are above the threshold for their attendance being monitored regularly showing success with this strategy.  Social Work and The Children’s Reporter have recently been involved with 2 pupils displaying low attendance. For one pupil, this has resulted in attendance starting to slowly improve, up by 2%.  In February, Forest School sessions were organised and targeted 3 identified pupils with low attendance. In this time frame, Pupil A showed a 3% increase in attendance, Pupil B showed a 2% increase and pupil C’s attendance stayed the same, halting the previous decline. | | | | | |

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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? | | Increase teacher confidence in all classes to use digital approaches across the curriculum and to ensure a consistent and progressive approach to planning for digital learning. |
| Person(s) Responsible  Who will be leading the improvement? | Pauline Wells, Digital Lead teacher/ Dawn Lamont P5b Class teacher, digital expert. | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:**  3. Closing the attainment gap between the most and least disadvantaged children.  5. Improvement in attainment, particularly in literacy and numeracy. | | **NIF Driver:**  School and ELC Leadership  Teacher and practitioner professionalism  Parent/ carer involvement and engagement  Performance information | | | |
| **NLC Priority:**  2. Closing the gap between the most and least disadvantaged children.  3. Improvement in children’s health and wellbeing.  4. Improved outcomes for vulnerable groups. | | **QI:** 1.2, 1.5, 2.2, 2.3, 2.4, 2.7, 3.2 | | | |
| **PEF Intervention:**  1. Early intervention and prevention  4. Targeted approaches to literacy and numeracy  5. Promoting a high-quality learning experience  7. Using evidence and data | | **Developing in Faith/UNCRC:**  Article 3- best interest 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:  A PEF funded teacher (match-funded) has been allocated to our school. We have placed this teacher in a class to allow our Digital Lead teacher to support the achievement of this priority. | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Building on staff development and support from the Digital Pedagogy Practitioner last session, we are aiming for a consistent approach to digital teaching and learning across the whole school. Progress towards the Digital School Award continues this session and in order to achieve this, digital must be embedded across the curriculum. | | | | | |
| **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**.  Pauline Wells is allocated 2 days to support digital pedagogy, the PEF cost equated to £12,000 for the year from PEF. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| By the end of December 2023, Clicker, Sumdog, Study Ladder and Reading progress programmes will all be used regularly in classes from P4 to P7. | * Digital Lead teacher will team teach in each of these classes. She has a timetable for Tuesdays and Thursdays for P4 to P7. * Small groups of pupil Digital Leaders will be attached to a class to help with ICT and build pupil confidence to login and navigate programmes. | | * Teachers planning and evaluations will indicate the progress made towards a consistent approach to digital teaching and learning. * These will be monitored termly by SLT, and pupil progress will be discussed at tracking meetings in October, January and April. | * Clicker- almost all staff use it in their classes. * Reading progress- a few classes use this instead of the Benchmarking toolkit. * Sumdog- all staff are using in their classes. * Study Ladder- almost all staff are using in their classes. * Training has taken place, still a lack of confidence amongst some staff to use Reading progress. | * More training taken place for reading progress for SfL Teachers which has been successful as they are using it with groups of children. |
| By the end of October 2023, all staff will be using the new Tracking Spreadsheet for Termly tracking and recording of standardised assessments. | * Dawn Lamont and Pauline Wells to create a spreadsheet master to be populated with the assessment and tracking information. * Dawn and Pauline to create a training video to show teachers how to create and access the Spreadsheet and build confidence in using it. | | * Increased teacher confidence will be measured by the correct population of the Spreadsheets and by feedback given to SLT at the tracking meetings. | * All staff are using the spreadsheet and sharing with SLT on Teams. * Support is offered when required and staff ask for help from Pauline or Dawn. |  |
| By the end of October 2023, all teachers will have been offered training or a refresh in Clicker, Sumdog, Study Ladder and Reading progress programmes. | * Drop in training for teachers who have not had experience of these programmes will be offered as Twilights. | | * Digital Lead teacher will send a Microsoft Form to all teachers to identify which programmes they have used, and which programmes are unfamiliar. * A follow-up form will be sent to at the end of term to measure staff confidence and experience. | * Almost all staff attended training at the INSET days in November and February. * The majority of staff attended the drop ins- if they had a need for some help with any of the programmes. |  |
| By the end of June 2024, all teachers will be using the digital literacy progressive pathway consistently for their planning. | * Team teaching will take place to ensure a consistent approach and to build teachers’ confidence. * Digital leaders will support the pupils and use their leadership skills to help children login and access programmes. * Drop-in sessions will be offered throughout the year for teachers as requested. * Staff development opportunities will be shared with staff as they arise. | | * Progress will be tracked at termly tracking meeting and be reviewing the planning. * Microsoft Form to be completed by the Digital Leaders during their group time to gather their views on the progress made with their identified classes. | * All staff using the progressive pathway and pupils’ skills in digital are being developed consistently. |  |
| By the end of June 2024, the Digital Leaders will have supported 100% of P1 to P4 children and increased independence in 50% | * Digital leaders focus on P1 to P4. Once weekly by a group. * Tech Tuesdays and pupil led planning. * Responsive to teacher and class. | | * Feedback forms * Teachers’ planners highlighted. |  | * This has been a successful approach to building confidence and independence in digital approaches in our P1 to P4 classes. |
| By the end of June 2024, the school will be 80% progressed towards Digital Schools Award. | * Pauline to track progress and lead staff and pupils through the steps towards achieving the award. | | * Tracked on the Digital Schools Award website. | * Still to run a workshop on Glow/Teams for Parents. | * Still to incorporate Glow and teams into everyday learning and teaching. |
| By the end of June 2024, there will be a Digital Leader representing every class in the school and they will be able to help set up laptops and ipads in their own classes. | * Pauline to include a pupil from each of the classes from the introduction of the Infant Pupil Voice Groups in February 2024. | | * Pupils to be identified in each class and to begin the training with the older Digital leaders. * Increased confidence of the new Digital Leaders to support others in their classes. | * Pupils say that they are enjoying the responsibility and are learning new skills. | * This has been a successful approach to building confidence and independence in our pupil leaders. |
| **Final evaluation:**  Progress has been made across the whole school with Digital this year. We had a rocky start with no wifi for 3 months which impacted everything we were trying to achieve. A few teachers were adverse to embracing digital approaches and with support from Pauline and the Digital leaders, they have gained confidence and resilience to include digital in their lessons.  The Digital Leaders presence in the school has helped them to have responsibilities, opportunities to develop leadership skills, have a sense of achievement and self-confidence. They have helped younger and less confident children to access laptops. With the financial investment in hardware this year, classes are now better resourced. We hope to continue resourcing digital each year where possible.  Across the school there is a sense of overall confidence and staff are at the early stages of using digital technology in all lessons and offering it as an option across the curriculum. Work is being done by Pauline and the Digital leaders in term 4 to build this up.  Our next steps are to begin some podcasts, and to develop approaches to community digital pedagogy- link in with a care home to develop their skills, parents’ workshop on Glow to be attempted again next year after the workshop was cancelled due to a very low uptake. | | | | | |

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| Priority 3: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | Ensure children receive their entitlement to Learning for Sustainability and experience a progressive and coherent approach to Literacy, Numeracy and IDL. |
| Person(s) Responsible  Who will be leading the improvement? | Sarah Reilly, Denise Nicholson, Christina Gordon, Louise Cambridge | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:**  1. Placing the human rights and needs of every child at the centre of education.  3. Closing the attainment gap between the most and least disadvantaged children.  5. Improvement in attainment, particularly in literacy and numeracy. | | **NIF Driver:**  School and ELC Leadership  Teacher and Practitioner Professionalism  Curriculum and Assessment | | | |
| **NLC Priority:**  1. Improvement in attainment, particularly literacy and numeracy  2. Closing the gap between the most and least disadvantaged children. | | **QI:** 1.1, 1.2, 2.2, 2.3, 2.6, 3.2 | | | |
| **PEF Intervention:**  1. Early intervention and prevention  7. Using evidence and data  5. Promoting a high-quality learning experience  11. Professional learning and leadership | | **Developing in Faith/UNCRC:**  Article 3- best interest of the child  Article 18- parental responsibilities  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?  The HT has been in post for 5 years and there has been several staff changes every year since. Feedback from the recent VSE highlighted a need for consistency of approach and shared understanding of expectation and of standards. Approaches to planning and assessment need to be consistent and clearly understood.  Our aim is to ensure that the staff this year contribute to the creation of a shared policy on learning, teaching and assessment which will be followed in future years and regularly reviewed. A review of the curriculum is underway in the school and the HT has introduced the *Target 2030, A movement for people, planet and* *prosperity* document to all staff which is a Scottish Government priority to be launched in September 2023.  Pupils were surveyed about their curriculum and this information was shared with staff. Pupils want to develop a range of skills and learn in practical, physical and experiential ways. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| By August 2023, all teachers will have engaged with the GTCS Standards and been reminded of their statutory responsibilities and learners’ entitlements. | * HT to lead a cooperative learning task about the GTCS Standards at the INSET day in August 2023. This will ensure that teachers are meeting their Learning for Sustainability expectation and understand the Standards as the basis of their teaching. | | * All teachers to complete the Form to indicate the focus of their CPD plan by the end of August 2023. * HT/DHT to carry out PRDs throughout the year. * Staff to have the opportunity to take on a Champion or Leadership roles in an area of their interest, linked to their own CPD. | * All staff feel more confident to engage with the GTCS Standards and to plan their own CPD based on their own interests and school priorities. |  |
| By 30th April 2024, all teachers and ELPs will have contributed to the creation of a Learning, Teaching and Assessment policy and be able to refer to it in their practice. | * Teachers will meet in small groups at collegiate time to develop the Learning, Teaching and Assessment policy. ELPs will join them where possible. | | * The following groups will be created-      * Language and Assessment * Numeracy, Maths and STEM * IDL/Sustainability/Digital * Art/Music/Drama * Health including PE. * These groups will work collaboratively to develop each area of the policy and gather information that will go in the policy. * HT will coordinate the creation of the policy and share with staff for reference. |  | * This was a successful exercise to do as it focused teachers onto the current planning and offered opportunities to discuss planning across classes to ensure consistency. The completion on the policy will allow new staff to understand expectations and it will be reviewed annually as the curriculum is created and planners from NLC are developed. |
| All staff will familiarise themselves with the NLC progressive pathways for Literacy and Numeracy/Maths will increase their confidence to use them by the end of February 2024. | * Staff will become familiar with the pathways and work with their stage partner when planning to ensure a consistent approach to coverage. | | * Staff confidence levels will be reviewed at Tracking meetings. * SLT Learning Visits and Peer Visits will monitor the use of the pathways. |  | * All staff are feeling confident to use the progression pathways and they have told us that the links being embedded in the pathways are helpful. |
| By 31st October 2023, all children will have taken part in a series of Learning for Sustainability lessons based on one or two of the SDGs. | * All ELP and teachers will follow their class/stage planner and share evidence of the learning and feedback on the lessons with HT by the end of October 2023. | | * HT to send a Form to gather staff and pupil feedback on the current curriculum by the end of May 2024. |  | * Feedback is positive and everyone is feeling positive about the new approaches to the curriculum, and many have suggested ideas for future development. |
| By 30th April 2024, a whole school planner will be shared with all staff with an enquiry focus and a broad range of topics for IDL. | * Christina will start with First Level and share her plans with teachers from P2 to P4 to pilot them in classes and give feedback. * Christina to develop planners for Early and Second level IDL, using the same format after feedback. | | * Termly evaluations and monitoring of Class Learning Visits will show an increase in skills-based learning and an approach to IDL that is relevant and consistent across the whole school by the end of June 2024. |  | * Feedback tells us that staff and pupils enjoy the new approaches which are more interesting, relevant and enjoyable. * Teachers are uploading the planners and teaching materials to Teams for future use. This will help with workload and free up time to further develop areas of the curriculum. |
| **Final evaluation:**  This was a successful approach to developing shared approaches to progression and coherence in our curriculum. It involved all staff and encouraged them to reflect on what we do in our school that works for our children. The curriculum rationale was developed after a whole school community consultation and staff CLPL on developing the curriculum from NLC and Education Scotland. This outlines our shared vision for our curriculum and how we are developing the four capacities in all of our pupils. The HGIOS? 4 Indicators for Curriculum 2.2 and LTA 2.3 have been used by SLT during learning visits and curriculum development and by all staff as a self-evaluation tool. We are now clear on our current curriculum offer and our next steps. The children are also aware of their strengths and interests and are able to share this with the HT, knowing that she is taking these views into account when planning our curriculum. All staff and pupils have enjoyed the new approach to IDL with the big question and enquiry-based learning. The HT has visited another school and has been able to see other approaches to IDL that develop creativity in the curriculum. This has helped to shape our plans for next session. | | | | | |

**PEF ALLOCATION: £ 90,650**

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**EQUITY PLAN 2023-24**

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| **Rationale for EQUITY (PEF) plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of 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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| Digital- Priority 2 | 0.4 class teacher  £12,000 | Digital skills are crucial for children to develop to enable them to access learning and present their knowledge. It also helps to prepare them for secondary education and the World of Work. Some children who live in SIMD 1 and 2 do not have the same opportunities as their peers therefore an equitable approach is necessary. An additional teacher 0.4 devoted to digital will help to ensure that all children are given the opportunity to access the universal digital offer and for the identified children to access additional digital teaching. | Consistency in digital teaching and learning.  Progress towards the Digital Schools Award.  Increased teacher confidence to ensure children have their entitlement to a digital curriculum.  Digital to support and encourage children who face barriers to writing and to engagement in their learning.  Appropriate apps and programmes will increase the opportunities for children facing barriers and children affected by the poverty related attainment gap. | We are going to use pupil questionnaires and lesson evaluations to monitor and track progression over the year. |
| Attendance- Priority 1 | CLD Worker funded through PEF- 0.6, total cost £16,000 | As part of her remit, the CLD Worker will work collaboratively with the HT, PT and Family Engagement Worker to help improve the attendance of the identified families, seven of whom live in SIMD 1 or 2. | Increased attendance of the 10 identified children or others who are identified as having an attendance rate which is lower than 80%.  The intended outcome is an increase to an attendance rate over 85%. | More regular attendance of identified pupils and an increase in engagement in their learning. |
| Numeracy interventions | ASNA  £7,000 | These additional hours of ASNA support had previously been used for a pupil who had experienced significant trauma and loss in his life. As this pupil has moved to high school, the assistant will work with children in P5 on the Number Box daily to increase their mental agility and confidence in early number skills. | Increased confidence and ability to count on and back and to be able to use concrete materials for number work.  The intended outcome is that these children will transfer these skills to their daily number work in class. | MaLT Assessment data from assessments carried out in September and May. |
| Literacy and Numeracy support | PEF Funded teachers 1.6 FTE | PEF has funded 1.6FTE class teachers to carry out interventions and programmes for pupils in P2 to P7 who are behind the expected level for their age- Catch-up numeracy, Read Write Inc | 1.6FTE teachers will focus on narrowing the attainment gap in identified year groups- P3 to P7 in reading and numeracy by using interventions and resources including but not limited to Catch-up Numeracy, the Number Box, Rainbow Reading, Rapid Readers, IDL and Read, Write Inc.    Reading  Our stretch aim is to increase the reading age by one year or more for 50% of the following who are not on track in reading: P3, P4 and P7. And by one year or more for 40% of the following children who are not on track in reading: P5 and P6.  This will be measured by the PIRA assessment results carried out in September and May.  Reading aim  To increase their reading age by one year or more for-   * 10 children in P3 * 9 children in P4 * 6 children in P5 * 6 children in P6 * 7 children in P7   In each of the groups above, at least 40% will be in SIMD 1 or 2.  Numeracy  Our stretch aim is to increase the maths age by one year or more for 50% of the following who are not on track in numeracy: P5, P6, and P7. And by one year or more for 40% of the following children who are not on track in numeracy: P3 and P4.  Numeracy aim  To increase their maths age by a year or more for-   * 5 children in P3 * 6 children in P4 * 12 children in P5 * 10 children in P6 * 6 children in P7   In each of the groups above, at least 40% will be in SIMD 1 or 2. | 39% of **P3** are not on track in reading (21 children). **10 are in SIMD 1 or 2.**  24% of **P3** are not on track in numeracy (13 children**). 7 are in SIMD 1 or 2.**  40% of **P4** are not on track in reading (19 children). **11 are in SIMD 1 or 2.**  35% of **P4** are not on track in numeracy (16 children**). 7 are in SIMD 1 or 2.**  25% of **P5** are not on track in reading (15 children). **11 are in SIMD 1 or 2**.  41% of **P5** are not on track in numeracy (25 children). **9 are in SIMD 1 or 2.**  32% of **P6** have not achieved in reading (15 children). **9 are in SIMD 1 or 2.**  45% of **P6** have not achieved in numeracy (21 children). **11 are in SIMD 1 or 2.**  37% of **P7** have not achieved in reading (15 children). **8 are in SIMD 1 or 2.**  29% of **P7** have not achieved in numeracy (12 children). **6 are in SIMD 1 or 2.** |

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. | | |