

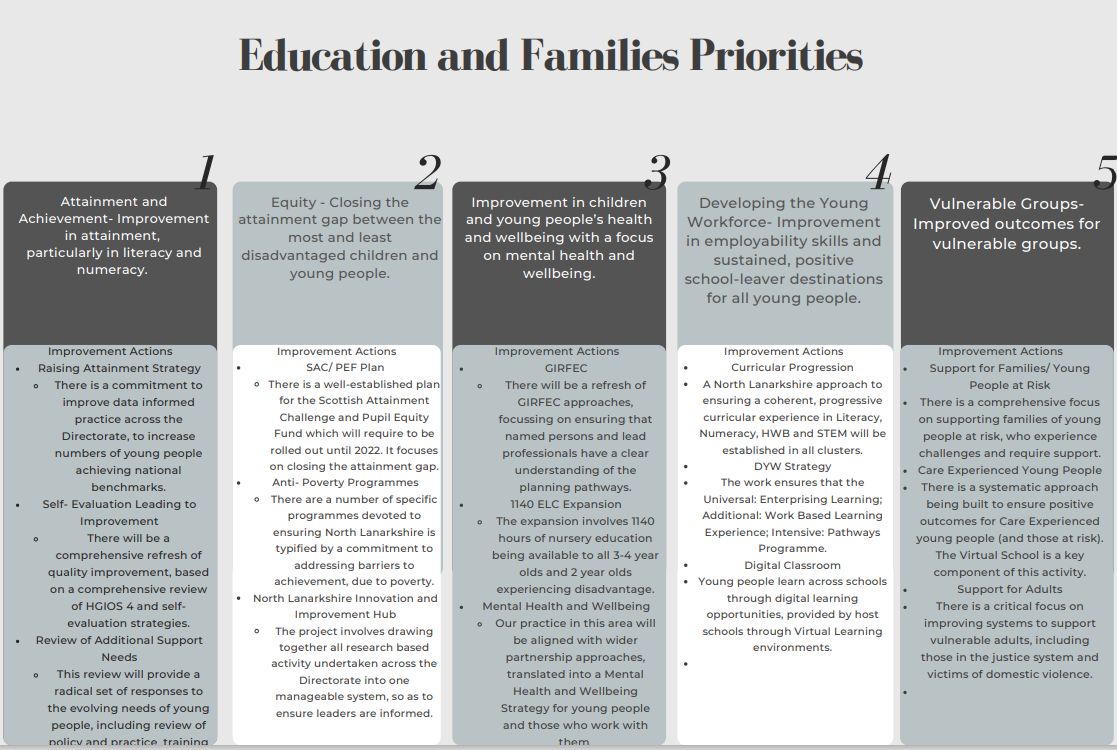
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2024-25**

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

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| Improvement Plan Summary | |
| Cluster Priority: | To raise awareness of The Promise and have all staff across the cluster trained to achieve Level 1 of The Promise award. |
| School Priority 1: | To review and evaluate our learning environments using the Circle Framework and to analyse and interpret the results of the Circle Participation scale, thus promoting effective inclusive practice and measuring areas affecting pupils’ participation. |
| School Priority 2: | To offer all children the experience of a progressive and coherent curriculum that is skills-focused and based on real life experiences, encompassing the four Contexts for Learning. |
| Nursery Class Priority: | To promote emotional resilience and self-regulation awareness for all children. To focus on an identified group of children with targeted interventions as part of an integrated health and wellbeing programme by May 2025. |

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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.

**2024-25 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 the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning. |
| Person(s) Responsible  Who will be leading the improvement? | **CIIL, Cluster Leadership Team.** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 4** | | **NIF Driver:2** | | | |
| **NLC Priority:5** | | **QI:3.1** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC: Article 28** | | | |
| 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?  Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels,  exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and  nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.  Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required. | | | | | |
| **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**.  No financial impact on establishments.  · A “trainer the trainer” model will ensure key staff within the cluster are able to deliver presentations and support establishments in achieving the award. NL Virtual School Principal Teacher will facilitate information sessions and training for CIILs and nominated staff.  · All resources are free and have been designed to be used in any educational setting through a flexible approach, for example, as whole establishment training,  personal professional learning as part of CLPL or induction training for new staff.  · Professional Learning sessions to support successful implementation of the Keeping the Promise Award programme are available via the Education Scotland  website and through The Promise Glow Tile.  · Schools will be required to allocate time to enable staff to participate in training session and complete the e-learning module. | | | | | |
| **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 June 2025 all**  **learners will benefit**  **from all staff having**  **an increased**  **awareness of The**  **Promise.**  **GIRFEC planning will be enhanced through an improved**  **understanding of**  **care, corporate**  **parenting**  **responsibilities and**  **the impact of trauma on learning.**  **Children and young**  **people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster.** | Cluster Chair will have attended an information session on the award by the end of August 2024.  Cluster Chair/CIIL will complete and return information on their specific plan for delivery within own cluster by the end of August 2024.  CIIL or nominated staff member will have participated in two half day training sessions by end of September 2024.  All staff will have participated in presentations sessions one and two of the Keeping the Promise Award by February 2025.  Most staff will have completed e-learning module June 2025.  Majority of schools in the cluster will achieve the Keeping the Promise Award by June 2025. | | Quantitative Evaluation will be completed on conclusion of training.  Recording and reporting of number of staff attending training sessions.  Percentage of staff completing e-learning module (I Promise Award).  UNCRC Awards  Outcome Measures Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions.  Outcomes Star information  Qualitative Case studies  Anecdotal evidence Views or feedback from children, young people and their families. |  |  |
| **Final evaluation (for submission):** | | | | | |

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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 review and evaluate our learning environments using the Circle Framework and to analyse and interpret the results of the Circle Participation scale, thus promoting effective inclusive practice and measuring areas affecting pupils’ participation. |
| Person(s) Responsible  Who will be leading the improvement? | Sarah Reilly, Gillian Lumsden, Karen McBride, Denise Nicholson, Elaine Reid | |

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| **NIF Priority:**   1. Closing the attainment gap between the most and least disadvantaged children. 2. Placing the human rights and needs of every child and young person at the centre of education. 3. Improvement in children and young people’s health and wellbeing. | | **NIF Driver:**   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 | | | |
| **NLC Priority:**   1. Closing the attainment gap between the most and least disadvantaged children 2. Improved outcomes for vulnerable groups. 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing | | **QI:**  1.2, 2.4, 3.1 | | | |
| **PEF Intervention:**   1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting a high-quality learning experience 4. Differentiated support. 5. Using evidence and data 6. Professional learning and leadership 7. Research and evaluation to monitor impact | | **Developing in Faith/UNCRC:**  Articles 28 and 29 | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  During last session, the headteacher attended a training on the Circle framework and shared some of the key features with staff. We plan to further develop coherent approaches to learning, teaching and assessment using shared language, planners, policies, and approaches that ensure consistency, allowing us to evaluate the school’s ongoing collective progress. We have identified children who are in our primary one classes this session who require high levels of support in our mainstream setting, and we are aware that this starts with the classroom environment. We believe that children in all classes will benefit from the implementation of the Circle framework and that inclusive classrooms are best practice in all classes. We hope that the resource will provide useful suggestions and practical solutions to establishing and monitoring the learning environment to prove the best possible opportunities for all children. | | | | | |
| **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**.  The Circle Framework and Education Scotland training materials. | | | | | |
| **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) |  |  |
| All teachers will have a consistent understanding of the Circle Framework by June 2025. | Education Psychologist and head teacher will work with all teachers delivering training on the Circle Framework. | | Staff survey at the beginning of the process to establish why the environment is key to an inclusive classroom. | Almost all teachers attended the training session and completes the CICS. Since the training the teacher in three of the classrooms have now changed so these teachers have to complete the scale for their own environment. |  |
| All pupils will have the opportunity to learn in an inclusive classroom environment and have personalisation and choice where appropriate. | All teachers will review their classroom environment, structures and routines, motivation, and skills by October 2024 and make plans to adapt if required. | | Teachers and SLT to use the Circle Inclusive classroom scale to ensure a consistent approach. SLT to use the scale to offer feedback to teachers. | The environment will be monitored in January by SLT. This was delayed from the original timing due to staff absence and SLT supporting P1 pupils during learning times. |  |
| All pupils will experience an inclusive classroom environment by the end of June 2025 and individuals with additional support needs will benefit from the completion of the Circle Participation scale to identify needs in a particular skill area. | All teachers will participate in training sessions with Educational Psychologist and headteacher on working with the Circle Framework resource this session and be confident to use it in their own classroom. | | Staff survey after the training sessions to understand confidence levels and to established what has changed.  Teachers and SLT to use the Circle Inclusive Classroom Scale and Circle Participation scales to ensure a consistent approach.  Pupil survey on their classroom environment. | Ongoing, to be evaluated in June. |  |
| **Final evaluation (for submission):** | | | | | |

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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? | | To offer all children the experience of a progressive and coherent curriculum that is skills-focused and based on real life experiences, encompassing the four Contexts for Learning. |
| Person(s) Responsible  Who will be leading the improvement? | Sarah Reilly, class teachers | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:**   1. Closing the attainment gap between the most and least disadvantaged children. 2. Improvement in skills and sustained, positive school leaver destinations for all young people. | | **NIF Driver:**   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 | | | |
| **NLC Priority:**   1. Closing the attainment gap between the most and least disadvantaged children 2. Improvement in employability skills and sustained, positive school leaver destinations for all young people. 3. Improved outcomes for vulnerable groups | | **QI: 2.3,2.2, 1.3** | | | |
| **PEF Intervention:**   1. Promoting healthy lifestyles 2. Promoting a high-quality learning experience. 3. Using evidence and data 4. Employability and skills development 5. Engaging beyond the school 6. Partnership working 7. Professional learning and leadership | | **Developing in Faith/UNCRC:**  Articles 28 and 29 | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Since the end of the pandemic and restrictions surrounding it, the staff were keen to widen our curriculum offer.  A whole school community Form gathered views and almost all respondents agreed that we should make the curriculum more active, and skills centred, relevant and involved in our local community with a Sustainability focus.  We aim to build on the positive change made last session in our curriculum by focusing on the four capacities and the refreshed narrative of the curriculum and build on staff confidence, enthusiasm and resource development to ensure all learners receive their entitlement to sustainability and plan for a curriculum that centres around the four capacities and reflects the need to develop knowledge, skills and attributes required in an interconnected, digital and rapidly changing world. | | | | | |
| **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 June 2025, all learners will have experienced a more relevant and engaging curriculum which is active, skills-centred, relevant, and community-involved with a focus on sustainability. | Conduct a curriculum audit to identify current offerings and gaps related to active learning, skills, relevance, community involvement, and sustainability. Engage with local community leaders, parents, and organisations to identify potential partnerships for active and community-based projects that would link to learning. Integrate meta skills linked to the four capacities, include sustainability and other cross cutting themes into IDL planning.  Plan collaboratively with stage partners to build staff confidence to effectively deliver and support the refreshed curriculum. | | Audit of current practice and plan to fill the gaps.  Use tracking toolkit to track skills.  Feedback from partner agencies on benefits of involvement.  SLT to monitor new online planning and staff evaluations of pupil engagement in learning. | All staff were supported to use the new online planning format and a survey was carried out for Languages and a progressive planner was introduced for PE.  After consultation was all teachers, the HT has enquired about a subscription to Emotion Works and is still waiting to hear from them.  Digital lead will create a community survey to send to our partners about our engagement and plans to sustain this.  We have increased our bank of parent helpers to support classes with local outings as staffing has proved to be an issue this session. |  |
| Enhance staff confidence in the areas of sustainability, skills, outdoor learning within the four contexts for learning- Curricular areas, IDL, Opportunities for personal achievement and Ethos and the wider life of the school. | Identify specific training needs relating to sustainability and the four contexts for learning. Plan and implement targeted professional development sessions. Create a support system within the school for ongoing mentoring and peer-review related to curriculum changes. Regularly evaluate the impact of staff development on teaching practices and adjust as necessary.  Develop the outdoor learning area to incorporate relevant and engaging resources to support teaching and learning. | | Track the of number of staff attending training sessions.  Monitor the percentage of staff completing Climate 180 modules.  Staff surveys on confidence and use of resources and the local environment. | Staff confidence survey has taken place for Outdoor learning and results indicate that staff would like support with planning, resources that are accessible and staff training. The parent council have funded resources for the outdoor learning area and the headteacher has been running a bi-weekly gardening club with enthusiast pupils who are getting the polytunnel ready for classes to use again.  The area has had to be locked due to vandalism at night times. We are careful what resources we store there. |  |
| Ensure all learners receive their entitlements to a progressive, engaging, and relevant curriculum across the four contexts for learning. | Review learner feedback on curriculum engagement and relevance.  Implement curriculum changes based on feedback focusing on relevance and engagement.  Regularly monitor and evaluate curriculum engagement through surveys and classroom observation.  Continuously update curriculum content and teaching strategies based on ongoing feedback, evaluations, and information from Education Scotland. | | Outcome Measures- Improved attendance, engagement, and reduced exclusions.  Anecdotal evidence Views or feedback from children, staff, and parents. | Initial observations show that most pupils are engaged in their learning and all classes are using the new progressive planners.  Skills are at the early stages. This is being reviewed and extended as the year progresses. |  |
| All pupils to experience a broad and balanced curriculum that is underpinned by the 7 principles of curriculum design. | Follow progressive pathways for all subjects.  Plan with stage partner where appropriate to ensure breadth and depth of planning.  Ensure that pupils have an element of personalisation and choice and are challenged where appropriate. | | SLT to monitor the new online planning.  Pupil feedback forms and pupil focus groups. | Almost all classes had a full day in September to plan with their stage partner. Staff absences and a staffing reduction in September has meant that weekly planning time with stage partners has not been consistent. |  |
| **Final evaluation (for submission):** | | | | | |

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| Nursery Priority: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | To promote emotional resilience and self-regulation awareness for all children. To focus on an identified group of children providing targeted interventions as part of an integrated health and wellbeing programme by May 2025. |
| Person(s) Responsible  Who will be leading the improvement? | **NMT, all staff** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: Improvement in children’s health and well-being with a focus on mental health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.** | | **NIF Driver: ELC improvement, practitioner professionalism, parent involvement and engagement.** | | | |
| **NLC Priority: Improvement in children’s health and well-being with a focus on mental health and wellbeing.** | | **HGIOELCC QI: 1.3 Leadership of change, 1.4 Leadership and management of practitioners. 2.4 Personalised support. 2.5 Family learning, 3.1 Ensuring wellbeing, equality, and inclusion 3.2 Securing children’s progress.** | | | |
| **Care Inspectorate Framework: 1.1 Nurturing care and support 1.3 Play and learning 4.1 staff skills, knowledge and values** | | **Health and Social Care Standards: 1.15 My personal plan/GIRFME is right for me. 1.19 My care and support meet my needs. 1.29 I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing and address any experiences of trauma and neglect. 2.18 I am supported to manage my relationships.** | | | |
| **PEF Intervention:** | | **UNCRC: 3 – best interests of the child, 28 – 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 a priority? What data did you have to support this?  Identified barriers to wellbeing, attainment and achievement.  The session of 2023 – 2024 highlighted the need for this area of development. Almost 40% of the children attending had difficulty in positively expressing their emotions and required support to self-regulate. These behaviours had a negative impact on all children and staff. This affected almost everyone's mental health and wellbeing. All areas of the curriculum, playroom and groups required adjusting to meet individual children’s needs. A barrier identified was staff’s understanding of the effect trauma can have on children’s communication skills and behaviour. Gaps were identified within the tracking of the effect that a minority of children’s behaviour impacted all children's development and progress. The cohort of 2024 – 2025 indicates we have 39 children who live in a disadvantaged area and are scored as SIMD 1 and 2, 30 children with emotional regulation needs, 8 children with additional support needs and 26 children who have English as a second language.  Identified what is working already.  Due to the lack of space within our nursery it was a challenge to allocate a safe environment, however, with lots of dedication from most staff we have managed to create smaller spaces within the playroom environment and utilise the corridor to create a nurturing, safe space. A variety of strategies were explored however, the ones that were the most affective and with time made a difference were, a consistent approach, a safe space and identifying 3 key people with clear communication to provide 1 on 1 support. | | | | | |
| **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) |  |  |
| **Develop an understanding of the impact socio-economic effects can have on children’s wellbeing.** | Mairi and Debbie to develop bespoke training on Bronfenbrenner, Maslow, Bloom, Virtual backpack.  Educational Psychologist to provide brain development training to all staff. | | Pre and post questionnaires  Data received acted upon, further training provided.  Professional dialogue | Mairi delivered Keeping the promise training which included aspects of Bronfenbrenner, Maslow, Bloom, Trauma and the virtual backpack. The data from the questionnaires showed an increase in knowledge and understanding of the impact socio-economical factors can have on the children’s wellbeing. This also prompted the staff to self-reflect and adapt their practice, i.e. being more mindful and non-judgemental.  All staff participated in the 2-day Solihull course which refreshed knowledge for the majority and introduced the approach to a few. This was reinforced with the promise training and the nurture principals training delivered by Denise to most staff members.    As part of the training calendar Mairi and Kirstyann have delivered bespoke training focusing on Froebel principles and elements. All staff have attended these training opportunities and practical workshops which has enabled the team to consider each child’s experiences before attending nursery.  Elaine Reid provided training on brain development to all members of staff which  provided depth of understanding from the previous Solihull training |  |
| **Explore the concept of emotional resilience, self-regulation and the impact this can have on others.** | Louise to develop training on SHANARRI for all staff.  Louise to introduce ASN training to new staff members.  Debbie to deliver PEEP training to all staff.  Mairi and Kirstyann to introduce a Froebelian approach to nurturing self-regulation.  SMT to use NLC Nurturing schools' self-evaluation framework. | | Pre and post questionnaires.  Peer evaluations  Mentors  Data provided from self-evaluation framework. | Louise delivered bespoke training on SHANARRI and Do be mindful, as well as an ASN refresher to all staff. The data from the questionnaires show that all staff now have a clearer understanding of the wellbeing indicators which is evident in the experiences offered to the children and displayed in the SHANARRI floor book.    Debbie provided an overview of the PEEP initiative and demonstrated how to navigate the PEEP website to access a range of resources which focus on 5 developmental strands. The majority of keyworkers have shown an interest in supporting the delivery of this during term 4. |  |
| **Embed a nurturing ethos within the staff team.** | In-service Day – who are we?  Create a staff charter where the nursery ethos is respectful and positive with shared core values which underpin our practice. Develop new staff team values. | | An agreed ethos and a written staff charter developed.  To develop a de-scalation policy using the NLC Promoting positive relationships De-escalation and physical intervention policy. | During the August in-service day all staff discussed our values and pedagogy, this discussion led to the creation of our wee house vision board. This board is referred to regularly to reinforce our values.  De-escalation policy created and embedded by all keyworkers. This policy has been shared with all staff members who promote nurturing relationships with all children, families and staff members. |  |
| **To create a training calendar for all practitioners.** | Staff wellbeing is a priority and a significant factor when planning for improvement. All staff will be trained and supported in the effective and consistent use of interventions, strategies and resources used to support emotional wellbeing.    SMT to provide opportunities for staff to build capacity for leadership in learning.    Each month we will focus on 1 aspect of emotional resilience and self-regulation.    Mairi to deliver trauma Informed practice, the promise and ACES training to all staff.    Debbie and Mairi to refresh all staff on using the Solihull approach. | | **PRD’s**    **Champion roles -**  **Louise – Nurture/HWB/communication group**  **Kirstyann – Froebel/Sunnybank**  **Maria – bookbug**  **Caitlin – Communication and Language through singing  (expressive arts).**  **Jane – STEAM/UNCRC/Forest**  **Mairi -Trauma/Maths/IT/Froebel/Solihull/UNCRC/ASN**  **Debbie – PEEPs/Solihull/Forest/communication**      **Pre and post questionnaires**    **Calendar** | The training calendar has been devised and implemented. All champions have been supported by the SMT to either create and deliver bespoke training or lead evidence-based initiatives which have then shared with the parents.    Almost all staff members have participated in the PRD process discussing their objectives for the next 6 months, focusing on their interests and the improvement plan. |  |
| **All learners will participate in developing awareness of their emotional wellbeing using Do be mindful approach throughout the session.** | The Do Be Mindful programme to be added to the intentional planning utilising the calendar and resources provided.  Louise to support all staff in using this approach throughout the session with all children daily.  We aim for the majority of learners to have improved their skills in emotional literacy. | | Planning  Observations  Tracking matrix  Monitoring staff development and understanding. | Louise provided training opportunities to all staff to explore the Do be mindful approach. Each month we focus on one element of the SHANARRI indicators, which is displayed for all staff to utilise as part of their intentional planning. Louise created an information booklet for all staff and has demonstrated techniques to everyone. |  |
| **Identified children will participate in targeted interventions of Solihull and Time to Talk.** | All staff will identify children who are displaying the impact of trauma and/or are struggling with their behaviour/emotions.  All keyworkers to continue to use Personal Plans and GIRFME’s to identify areas of development and set realistic targets.  Debbie to provide training to all staff regarding the Leuven scale.  All staff to continue using the early years profile and SCERTS where necessary to identify developmental stage and plan appropriately. | | Personal Plans  GIRFME’s  Previous knowledge of the family  Observations  Tracking matrix  Leuven Scale  GIRFEC  SCERTS  Resilience Matrix | All staff have a colour monster lanyard to ensure consistency of language and approaches. Specific approaches are used to support children who may have experienced trauma.  All keyworkers continue to devise and implement GIRFME’s to the identified children, liaising closely with families and other agencies.  SMT lead the development of health and wellbeing files for identified children ensuring chronologies are up to date. SMT have received training on using SEEMIS to open a COSE which has now been implemented for 1 child.  Mairi and Debbie attended NLC child protection co-ordinator training as during the school holidays they are responsible for any child protection concerns. A poster explaining this to all families and visitors has been created and displayed in main corridor. All keyworkers continue to use SCERTS when creating GIRFME’s relating to communication and language developmental delays which has impacted the way we assess, plan and deliver approaches for individual children. |  |
| **Improve all stakeholders understanding of wellbeing and the impact this can have on children’s learning.** | Debbie to offer PEEP sessions.  Families of identified children will be supported through regular team around the child meetings, sign posting and daily communication.  All staff to create a parent information leaflet exploring the nurture principles, introducing we need to Maslow before we Bloom.  Using the SHANARRI floor book to gather children's voice.  Practitioners have access to clear communication systems and wellbeing opportunities, taking ownership of their own engagement, development and needs. | | Personal Plans  PRD’s  Information leaflet  Floor book  Mental health partners | All staff regularly add evidence of learning to the SHANARRI floor book which is shared with all families and are stored in the main corridor.  Practitioners continue to use a variety of methods to ensure clear communication. |  |
| **To explore children’s rights with a focus on support for wellbeing.** | Explore UNICEF rights respecting schools’ pack.  Establish a nursery Rights Respecting group.    Mairi to provide training to new staff on the UNCRC. | | Work in partnership with Glencairn Primary. Work towards Bronze award.  Floor book  Children’s focus group established, and monthly meetings set.  Follow the Rights Respecting pack. | Mairi and Jane have attended NLC UNCRC training and have established a children’s focus group consisting of volunteers. We have successfully introduced the concept of children’s rights and explore needs and wants. |  |
| **Final evaluation (for submission):** | | | | | |

**PEF ALLOCATION: £**

**£90, 500**

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**EQUITY PLAN 2024-25**

*(Internal recording; random sampling of PEF/Equity Plans*

*will continue throughout the session).*

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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 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. |
| Session 2023-24  Session 2023-24  Session 2024-25  Session 2023-24  Session 2024-25  . | £12,400  £3,600  £8,400  £35,000  £30,000  £5400 | CLD Worker- April to August 2024  ASNA April to June 2024 (17.5 hours per week)  ASNA August 2024 to March 2025 (17.5 hours per week)  Class teacher (1 FTE) April to August 2024  Class teacher (0.5) August 2024 to June 2025  Admin. costs | Bespoke programmes for families in Q1, family learning, Solihull, parenting, homework support and wellbeing support.  Rasing attainment- Number box- P4 and P5.  Nurture support in P1- 2 identified children and small groups.  Releasing PT to lead Support for Learning in Literacy.  15 classes created with additional teacher- 5 smaller classes across P5 and P6 to ensure more teacher time.  48% of P5 are Q1 and 32% of P6 are in Q1. This was changed from an additional 0.5 teacher to take raising attainment groups as she got a new post at the end of term and plans had to change. | Last session  Last session  Boxhall profiles and Outcome Star  Last session  Tracking and monitoring of attainment.  Targeted interventions for Q1 children and those who are 1 year or more behind expected attainment levels. |

Appendix 1:

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

|  |  |  |
| --- | --- | --- |
| **UNCRC** | **HGIOS 4 & HGIOELCC** | **National Improvement Framework: priorities and drivers** |
| Article 1 - definition of the child  Article 2 - non-discrimination  Article 3 - best interests of the child  Article 4 - implementation of the Convention  Article 5 - parental guidance and child's evolving capacities  Article 6 - life, survival and development  Article 7 - birth registration, name, nationality, care  Article 8 - protection and preservation of identity  Article 9 - separation from parents  Article 10 - family reunification  Article 11 - abduction and non-return of children  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  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. | | |