

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2021-22**

|  |  |
| --- | --- |
| **School:** | HOLY FAMILY PRIMARY AND NURSERY |
| **Cluster:** | CNHS |

|  |  |
| --- | --- |
| Improvement Plan Summary | |
| Cluster Priority1: | **Establish a robust Integrated Approach to Improve Health and Wellbeing Outcomes for Children and Families across our Cluster.** |
| Cluster Priority 2: | **Improvement in attainment in Literacy & Numeracy** |
| School Priority 1: | **Improvement in attainment in Numeracy at all stages and in phoneme knowledge at P1-3 stages.** |
| School Priority 2: | **Establish Holy Family as a Laudato Si School and in the process help others in our community to realise their responsibilities towards a sustainable future for our children.** |
| Nursery Class Priority: |  |

**Education and Families Priorities**

* **Priority 1: Attainment and Achievement-** **Improvement in attainment, particularly in literacy and numeracy.**

**Improvement Actions**

* Raising Attainment Strategy
  + There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
* Self- Evaluation Leading to Improvement
  + There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
* Review of Additional Support Needs
  + This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

**Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people**

**Improvement Actions**

* SAC/ PEF Plan
  + There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
* Anti- Poverty Programmes
  + There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
* North Lanarkshire Innovation and Improvement Hub
  + The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

**Priority 3: Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing.**

**Improvement Actions**

* GIRFEC
  + There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
* 1140 ELC Expansion
  + The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
* Mental Health and Wellbeing
  + Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

**Priority 4: Developing the Young Workforce**- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

**Improvement Actions**

* Curricular Progression
  + A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
* DYW Strategy
  + The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
* Digital Classroom
  + Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

**Priority 5: Vulnerable Groups**- Improved outcomes for vulnerable groups.

**Improvement Actions**

* Support for Families/ Young People at Risk
  + There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
* Care Experienced Young People
  + There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
* Support for Adults
  + There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

**Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for your plans.

* What action are we currently taking to ensure excellence and equity for all learners?
* Which attainment gaps exist in our cluster/ school?
* What action do we need to take to close these gaps?
* What data will we use to monitor progress?
* What action are we currently taking which will address the four priorities in the NIF?
* How good are our children’s outcomes in these areas?
* What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
* How well are we improving across the 6 key drivers in the NIF?
* School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Parental Engagement
* School Improvement
* Performance Information
* How good are we now? What do we need to improve further?
* Which approaches to change will we use to ensure progress and impact with our key priorities

**School Vision and Values**

In Holy Family Primary School our vision is of a loving, nurturing, achieving school where the Gospel values are at the heart of everything we do. We endeavour to offer motivating, challenging and progressive learning opportunities within an inclusive, safe and caring faith environment where we can encourage all pupils to become lifelong learners.

We work together to ensure that everyone in our school is happy, engaged and achieving success in their learning.

In specific terms the school aims and objectives are:

To strive to improve learning and attainment and remove barriers to this by promoting equality of opportunity for all.

To develop faith, integrity, righteousness and independence in our young people.

To ensure our learners feel valued, nurtured and have a wide range of opportunities to build on their talents in keeping with Developing Scotland’s Young Workforce.

To develop active engagement with our local community fostering mutual trust and respect and enabling us to develop active and responsible citizens.

HOLY FAMILY PRIMARY

“A PLACE OF HAPPINESS, FAITH, MUTUAL RESPECT AND KINDNESS

WHERE WE CAN GROW AND LEARN TOGETHER.”

**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.

We consulted with our parents through an online questionnaire to gather their views as to which curricular areas they felt had been most impacted by remote learning in terms of their child’s depth of understanding.

We shared our proposed priorities with our parents and carers through an information letter and post on the school website.

We shared our proposed priorities with our parents and carers through a twitter link.

We invited their suggestions and proposed amendments in this way.

**Details of engagement with parents/carers**

**Details of engagement with learners**

We shared our proposed priorities with our learners at our virtual assembly and asked them for their input.

They were asked to discuss this at class level with their teachers to encourage self reflection and self assessment of their learning.

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:

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Families Priorities** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** |
| 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups | 1. 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 | 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information | 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people’s health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people |

|  |  |  |  |
| --- | --- | --- | --- |
| *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.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.*  *The articles can be found* [*here*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* |  |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life |
| 1. Developing as a community of faith and learning |
| 1. Promoting Gospel Values |
| 1. Celebrating and Worshiping |
| 1. Serving the common good. |

**2021- 22 Cluster Improvement Plan**

|  |  |  |
| --- | --- | --- |
| IMPROVEMENT PRIORITY: | I **Establish a robust Integrated Approach to Improve Health and Wellbeing Outcomes for Children and Families across our Cluster.** | |
| Person(s) Responsible  Who will be leading the improvement? | | **Cluster Chair and CIIL, supported by Education and Families Manager, Cluster HTs** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **3. Improvement in children's and young people's health and wellbeing** | **1. School Leadership** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.3 Leadership of Change** | **1 Early Intervention and Prevention** | **5. Serving the Common Good** | Article 12 - respect for the views of the child |
| Choose an item. | **2. Teacher Professionalism** | Choose an item. | **2.4 Personalised Support** | **2. Social and Emotional Wellbeing** | **3. Promoting Gospel Values** | Article 14 - freedom of thought, belief and religion |
| Choose an item. | **3. Parental Engagement** | Choose an item. | **3.1 Ensuring wellbeing** | **10. Engaging beyond the school** | Choose an item. | Choose an item. |
| Choose an item. | **4. Assessment of Children's Progress** | Choose an item. | **3.2 Equality and Inclusion** | **10. Partnership Working** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **To establish cluster working based on the development of good quality relationships and good practice that embraces partnership working with Children and Families.**  **All practitioners across the Cluster will be cognisant cognisant of the professional responsibilities with regard to the GIRFEC refresh to ensure that :**   * **Identification and Assessment of Need** * **Robust Planning** * **Implementation of Interventions**   **are in place for those children and young people who need more assistance.**  **The Empowering Clusters Model is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.**  **The Integrated Cluster Wellbeing Base is established, providing support to children and their families.**  **All establishments in the Cluster are supporting children and families wellbeing after review of emerging issues following Lockdown.** | * Identify Children and Families across the Cluster who would benefit from early intervention/prevention and secure agreed funding from NLC Children Services Partnership to meet needs. * All key Cluster Stakeholders will establish a shared vision and cluster protocols in terms of partnership working and an integrated approach to support. * The Integrated Wellbeing Team will actively promote and agree supports for Children and Families across the Cluster. * All stakeholders will undertake Wellbeing Application training * All stakeholders will use the Wellbeing Application * Integrated Wellbeing Team Meetings will be attended by all key stakeholders on a monthly basis, calendar dates will be set in advance. * HART/ Multi-agency approaches for Cluster agreed. * SAC teacher, where appropriate, mentoring in place for identified pupils. * Multi-agency training for the Integrated Wellbeing Team around the new Empowering Clusters Model . * All relevant staff will undertake Strengths & Difficulties Questionnaire (SDQ) analysis training * CIIL will work with schools where appropriate to develop Cluster wellbeing and attainment profile (risk matrix) * Integrated Wellbeing Team support and develop the base at St. John Paul II & Cardinal Newman High School in terms of resource and functionality. * All heads of schools and centres will implement and review ‘Poverty Proofing Our School/ Centre’ Policy for their own establishment. * School Counselling in schools matched to identified need. * Risk Matrix, where appropriate, used in all schools in the Cluster to track need, interventions and progress * A Cluster based approach to the delivery of the recommendations of ‘The Promise’ will demonstrate a clear link with the ten principles of Intensive Family Support. * Staff Mentoring in place for identified pupils * Resources made available to support for parents & families. | * Evaluate against NLC Education and Families Health and Wellbeing Framework * Evaluations from all cluster stakeholders in August and October will demonstrate level of engagement of Children and Families. * Ongoing monitoring and tracking will identify positive outcomes achieved. * A clear vision is established for Cluster working which is based on the development of good quality relationship based practice that embraces partnership working with Children and Families. * 100% of identified staff trained and implementing the GIRFEC pathway. * Data on revised staged intervention approach will show decreasing numbers as stages escalate. * Data will see reduced numbers of children discussed at intensive level at Integrated Wellbeing Meetings * Monitoring and Tracking of attendance and outcomes from Integrated Wellbeing Meetings * Framework for Cluster Multi-agency working agreed and implemented * CST role and remit agreed for supporting children and families via the GIRFEC pathway. * All members of the Cluster trained and implementing the new Empowering Clusters Model. * Improvement in attendance supported and sustained. * Risk Matrix produced * Evaluations and feedback from children and their families accessing the wellbeing base and receiving appropriate support as identified via the GIRFEC pathway. * The Integrated Cluster Wellbeing Base will be established, providing support to children and their families. * Increased number of appropriate referrals from schools to the Financial Education Team. * Poverty Proofing measures of success are clear and robust. * Counselling service in place – Cluster data managed by CIIL. Linked to wellbeing profile. * Improvement in attendance. (DATES Comparison?) * SDQ data analysis. * Pupil Surveys analysed and acted upon * Attendance and exclusions measures. * Parent feedback – uptake in activities. | By October 2021 mid-term break  August Inservice 2021 – NLC Plan  November Inservice 2021 – Update  Training  Implementation of “Empowering Cluster” Model –  November 2021 Inservice Day  Base to be functional by January 2022.  Policies to be reviewed by the end of February, 2022  Counselling data reviewed each term  Measure termly – comparisons November 21 and June 22 |  |
| **cognisant of the professional responsibilities with cognisant of the professional responsibilities with regard to the GIRFEC refresh to ensure that :**   * **Identification and Assessment of Need**   **more assistance.**  **regard to the GIRFEC refresh to ensure that :** | **cognisant of the professional responsibilities with regard to the GIRFEC refresh to ensure that :** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  1. Established Integrated Wellbeing Base at St. John Paul II & Cardinal Newman High School.  2. GIRFEC refresh ,Wellbeing application,Transport issue to resolve  3. Documentation around the “Empowering Cluster” model.  4. Wellbeing Base resourced appropriately Admin resources for the wellbeing team.  5. Guidance paper for policies. Counselling Budget, Home School Partnership Officer, CAMHS, Scottish Attainment Challenge PT/ Teacher (as applicable), Pupil Equity Funding , Community Learning & Development, YMCA, Counselling Service i.e. Teentalk | | | | |

**2021-22 Cluster Improvement Priority 2**

|  |  |  |
| --- | --- | --- |
| **IMPROVEMENT PRIORITY 2:** | **Improvement in attainment in Literacy & Numeracy** | |
| **Person(s) Responsible**  Who will be leading the improvement? | | **All HT’s and Heads of Establishments, AML’s, Pedagogue Practitioners and class teachers from Cluster.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **2. Teacher Professionalism** | **1. Improvement in attainment, particularly literacy and numeracy** | **2.3 Learning, Teaching and Assessment** | **4. Targeted Approaches to Literacy and Numeracy** | **2. Developing as a community of faith and learning** | Article 3 - best interests of the child |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **4. Assessment of Children's Progress** | **2. Closing the attainment gap between the most and least disadvantaged children** | **3.2 Equality and Inclusion** | **5. Promoting a high quality learning experience** | **5. Serving the Common Good** | Article 28 - right to education |
| Choose an item. | **6. Performance Information** | Choose an item. | Choose an item. | **6. Differentiated Support** | Choose an item. | Article 29 - goals of education |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **7. Using Evidence and Data** | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **Improve the range of robust, reliable and range of assessment opportunities to improve outcomes for all when moderating pupil’s work.** | Continuation of access t0 Education Scotland- Moderation Hub sections    Consolidate training of Pedagogy Practitioner in each establishment. | Teacher awareness/understanding of reliable/valid/robust evidence to match/underpin the planned assessment. | Reviewed each term. June completion |  |
| **Improve attainment in Literacy**  **Review learning and teaching approaches in relation to pedagogue, Assessment is for Learning**    **Improve attainment in Numeracy**  **Review learning and teaching approaches in relation to pedagogue, Assessment is for Learning** | SMT developing robust conversations with all staff to identify ACEL data and predictions/projected levels.    Identified times/opportunities for staff across the school community (ELPs/Primary Teachers and Secondary teachers) to meet at regular intervals to plan the process of Moderation  SAC Teacher where appropriate to work with identified groups for literacy/numeracy support | Teacher awareness/understanding of reliable/valid/robust evidence to match/underpin the planned assessment.    Teacher confidence around discussions with colleagues in relation to understanding the standard/Benchmarks for each level.    Examples of good practice  Assessment Data – SNSA/ ACEL// Literacy/Numeracy tracking, pupil feedback, parent feedback | Reviewed each term. June completion  Reviewed each term. June completion |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  **Pedagogy Practitioner training- £25 per staff member. (CPD Manager-**  **Codes- 10001 or 10002) where appropriate.**    **SNSA downloaded and compiled.**  **Data linked to SIMD 1-2 highlighted. Addressing attainment gaps with appropriate and timeous interventions**    **Time for cluster moderation sessions. (4)**  **All staff to engage in NLC provision of training in Assessment & Moderation.**  **Leadership to use Education Scotland Self Evaluation Toolkit and Self Evaluation-Using the Moderation Cycle**  **All staff to engage in leadership of Assessment & Moderation.**  **New progression framework document created from best practice and information available.**  **SAC PT/ Teacher where appropriate** | | | | |

**2021-22 School Improvement Priority 1**

|  |  |  |
| --- | --- | --- |
| **IMPROVEMENT PRIORITY 1:** | **Improvement in attainment in Numeracy at all stages and in phoneme knowledge at P1-3 stages.** | |
| **Person(s) Responsible**  Who will be leading the improvement? | | **Head Teacher and Gillian Gallagher PT** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **2. Teacher Professionalism** | **1. Improvement in attainment, particularly literacy and numeracy** | **2.3 Learning, Teaching and Assessment** | **4. Targeted Approaches to Literacy and Numeracy** | **3. Promoting Gospel Values** | Article 3 - best interests of the child |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **4. Assessment of Children's Progress** | **1. Improvement in attainment, particularly literacy and numeracy** | **3.2 Equality and Inclusion** | **7. Using Evidence and Data** | **5. Serving the Common Good** | Article 28 - right to education |
| Choose an item. | **6. Performance Information** | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Article 29 - goals of education |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
|  |  |  |  |  |
| Children are supported through shared, consistent understanding of standards (in literacy/numeracy) based on moderation cycle to become more independent in their learning and to improve their level of attainment in literacy and numeracy. | Sustained focus in planning and delivery of high quality core learning in literacy and numeracy  CLPL identified for staff (literacy /numeracy)  The area of problem solving will be highlighted in planning as a specific means of assessing depth of understanding through collaborative application.  Ensure a consistent and shared understanding of standards, pace and challenge for all learners through professional dialogue and moderation of planning, experiences and high quality periodic assessments.  Opportunities for outdoor and digital learning are embedded as part of planning curriculum. | Termly ACEL judgement and teacher assessment (ongoing and summative ) will show a 5% increase in attainment in phoneme knowledge at P1-3.  Termly ACEL judgement and teacher assessment (ongoing and summative ) will show a 5% increase in attainment in the core aspects of numeracy at all stages .  This should be reflected in independent application in problem solving activities.  Annual CEM assessment data will also reflect this Improvement.  Learning visits and professional dialogue will reflect focus in core areas of literacy and numeracy  Teachers planning will reflect range of teaching and learning approaches and outdoor/digital learning experiences.  Learner conversations will reflect understanding of planned learning.  Regular monitoring and tracking will show that almost all children are attaining and engaging in their learning.  Learning visits and professional dialogue will reflect a range of teaching and learning approaches. | August 2021 with ongoing termly review at all inservice dates.  Summative termly review of ACEL data on the progress and achievement application.  This will link in with our annual tracking and monitoring calendar. |  |
| Identified gaps in learning will be addressed through careful planning, high quality learning and teaching experiences and appropriate interventions. | Identify gaps in learning through careful consideration of assessment approaches, ongoing observations and higher order questioning.  Review of core planning to support differentiation and progression in learning.  Interventions identified for targeted groups with clear, measurable targets set.  Empowered cluster support identified for short term targeting.  Ongoing and periodic high quality assessment and moderation approaches used effectively to support teacher professional judgement of achievement of a level. | Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc,  Teacher planning will reflect information gathered from assessments to plan next steps.  Monitoring, tracking and attainment reviews will show children progress in their learning. | August 2021 with ongoing termly review at all inservice dates.  Summative termly review of ACEL data on the progress and achievement application.  This will link in with our annual tracking and monitoring calendar. |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  Training as appropriate. Additional resources eg concrete materials, outdoor learning resources – PEF funded to ensure equity of opportunity for all. | | | | |

**2021-22 School Improvement Priority 2**

|  |  |  |
| --- | --- | --- |
| **IMPROVEMENT PRIORITY 2:** | **Establish Holy Family as a Laudato Si School and in the process help others in our community to realise their responsibilities towards a sustainable future for our children.** | |
| **Person(s) Responsible**  Who will be leading the improvement? | | **Ann Leblond PT** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **3. Improvement in children's and young people's health and wellbeing** | **5. School Improvement** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.3 Leadership of Change** | **10. Engaging beyond the school** | **2. Developing as a community of faith and learning** | Article 3 - best interests of the child |
| Choose an item. | Choose an item. | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **3.1 Ensuring wellbeing** | **2. Social and Emotional Wellbeing** | **5. Serving the Common Good** | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | **3.2 Equality and Inclusion** | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| 1.Holy Family Primary becomes a fully committed Laudato Si School. | 1. Register 2. Initiation prayer service in each classroom   Identify actions that show care for the world, whole school, God | Creation of “Laudato Si” wall in hall.  Each class participating in prayer service.  All children show awareness of what “Laudato Si” is and why it is important.  Photos capturing children engaged in care for the environment/ taking care of each other/ in prayer | 1&2: Health/Eco Week May 2021  Review initial progress June 14th 2021 (ALB) | November 15th 2021 |
| 2. Review and improve current Learning for Sustainability planning and resources to align with Laudato Si Schools | 1. Staff development time given to collegiate discussion of implementation of Learning for Sustainability at different stages and how LSS resources and philosophy can be used to enhance this.  2. CLPL opportunities to be identified for staff on poverty, sustainability, attainment and justice. | Create a draft plan.  Indication in Forward Plans of use of Laudato Si and links to appropriate RERC Es and Os.  Check in with staff on uptake of CLPL opportunities | Review with teaching staff at Inservice  Feb | February 16 2022 |
| 3 Formation of a “Care for Creation Group” | Form a Care for Creation sub-group with Laudato Si Schools Champions. This to be done by Pupil Council/ Thinking Circles | Care for Creation sub group to agree action points for all year groups. | w/b 24th January 2022  Action Plan created in conjunction with Mrs C and Eco group |  |
| 4 Involving the wider community | Care for Creation Group to seek support from the parent council, parish and wider community in relation to climate goals, Laudato Si Schools and Learning for Sustainability | 1.CCG to speak to parents (video for school website) to Father Brown and parish members to create an action plan for the wider community group  2. Assess impact | 1.Lent 2022  w/b 28th January 2022  2.Questionnaire out to parents to gauge engagement  w/b 11th April2022 |  |
| 5.Cop26 Summit to be highlighted | Children will be able to link the presence of Pope Francis at this Summit to the responsibility we have collectively for God’s Creation | Whole school community to engage with the themes of COP26 to ensure a positive impact in our community. | 1.w/b 25th April 2022  Topic focus for last term  2.Questionnaire to children and staff on COP26 & LSS  May 5th 2022 Inservice & May 6th for children | May 5th 2022 |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.  Enrolement cost and Laudato Si resource pack. PEF funded to ensure equity of opportunity for all. | | | | |

**2021-22 Nursery Class Improvement Plan**

|  |  |  |
| --- | --- | --- |
| **IMPROVEMENT PRIORITY :** |  | |
| **Person(s) Responsible**  Who will be leading the improvement? | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOELCC QIs** | **PEF Intervention** | **UNCRC Articles** |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from. | | | | |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT: Holy Family Primary and Nursery**

**SAC/PEF ALLOCATION (FTE or resource):**

**PEF allocation £36,756**

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2021-22**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for SAC/ PEF plan** | | | | |
| Please provide below detail around your rationale for the SAC plan.  Consider the following: attainment, attendance, exclusion, participation, engagement.  Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people. | | | | |
| We plan to spend a significant percentage of our PEF allocation on an estimated 0.48 staffing ( £27,000 ) to enable us to offer 8 classes in the coming session as required by the nature of our pupil numbers. This will enable one principal teacher to remain fully non class committed. We will fund our probationer teacher at a cost of £11,000. This will enable the other principal teacher to be only partially class committed.  Our aim is to use this additionality to provide support for learning in both numeracy and literacy.  We shall do so in relation to learner need and using the existing deprivation measure tools. This will form part of our ongoing strategy for closing the poverty related attainment gap.  Should covid restrictions change we would aim to reintroduce HWB family after school clubs where we would work in partnership with agencies such as musical theatre, relax kids, tag rugby etc. We would also then look to use our budget to support outward bound experiences similar to Kilbowie and to subsidise the cost of this for our most vulnerable families.  Through ongoing monitoring of pupil attainment we will review our spend on staffing for support for learning with a view to increasing this should additional funds become available. | | | | |
| **Costings**  (FTE or resource) | **Focus area -**  **Intervention**  Literacy / Numeracy / HWB | **Intended Outcome**  Please describe your planned use of SAC/PEF allocation and what you intend to achieve. | **Evidence**  Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc) |
| 0.48  PROBATIONER | Literacy / Numeracy  Literacy / Numeracy | Additional staffing to provide support for learning to help close the attainment gap in literacy and numeracy.  Additional staffing to provide support for learning to help close the attainment gap in literacy and numeracy. | **YARC,SALFORD,SWST,SWRT, CEM, MALT,ATTENDANCE,LEVEL OF ENGAGEMENT**  **YARC,SALFORD,SWST,SWRT, CEM, MALT,ATTENDANCE,LEVEL OF ENGAGEMENT** |