

***Driving Equity and Excellence***

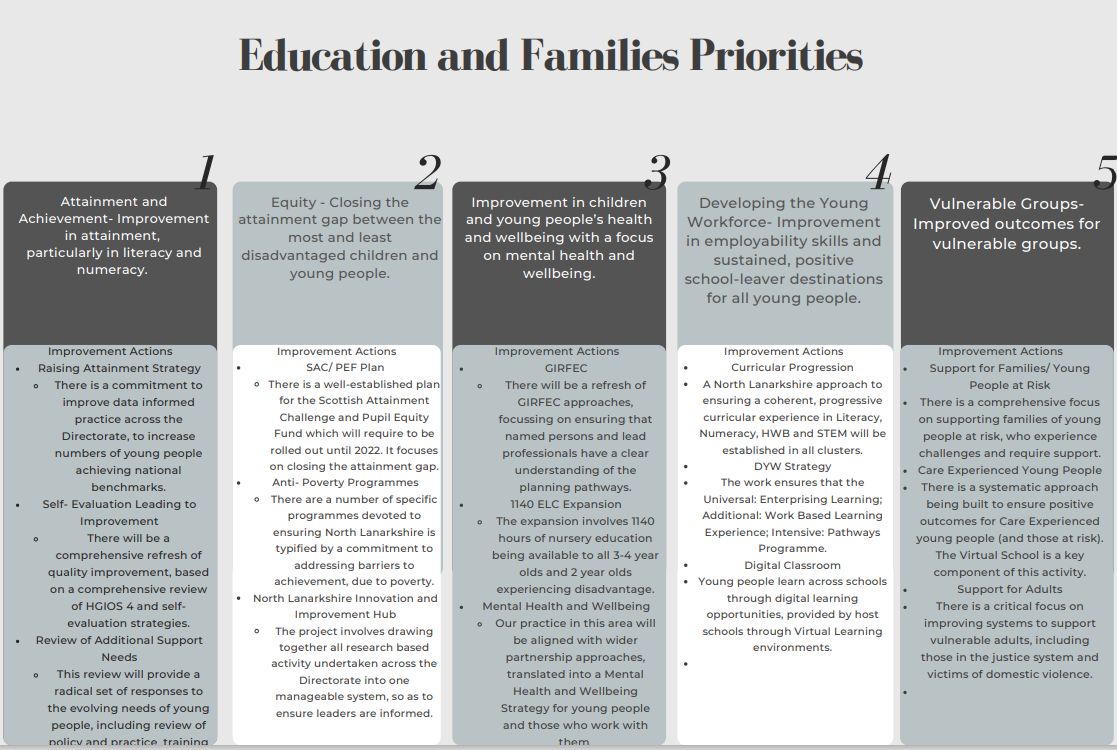
**Improvement Action Plans**

**Session 2023-24**

****

|  |  |
| --- | --- |
| **School:** | Holy Family Primary and Nursery Class |
| **Cluster:** | Cardinal Newman High School |
| **Head Teacher:** | Angela Harley |

|  |  |
| --- | --- |
| Improvement Plan Summary | |
| Cluster Priority 1: | **Improve engagement and attainment by supporting increased attendance at school. (Year 2)** |
| Cluster Priority 2: | **To embed partnership working with Children and families consistent with the National Commitment of “The Promise”. (Year 2)** |
| School Priority 1: | **By May 2024, all learners will increase their involvement with the curriculum by 1 point on the Leuvens Scale through improved curriculum opportunities driven by our refreshed curriculum rationale.** |
| School Priority 2: | **Attainment in writing to increase from 71.4% to 72% by May 2024.** |
| Nursery Class Priority: | **By May 2024, all children increase their involvement in high-quality outdoor learning experiences by 1 on the Leuvens scale for involvement.** |

****

**School Vision and Values**

Holy Family has a very hard working, professional staff committed to the care and welfare of pupils which fosters an inclusive nurturing ethos and very strong relationships with parents and Parish. Holy Family places great importance on developing home, school and Parish partnership through the Gospel values of mutual respect, fairness and equality. We recognise our vision and the values statement reflects this:

“A place of happiness, faith, mutual respect and kindness where we can grow and learn together.”

The vision values and aims were revised in 2017 involving all stakeholder in this important process. This session we will again carry out this consultation process as part of our improvement journey for the whole establishment. The aim is to create a vision statement for the whole establishment with underpinning values and aims for the school and nursery taking account of stakeholder views.

**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)**

Holy Family Primary and Nursery use a variety of methods to consult stakeholders.

Parents

Historically, paper questionnaires have been the most successful tool used to gather views of families with the use of Microsoft Forms being introduced. At the last Parents’ Evening consultation took place while families were in the building and 46 responses were recorded. Consultation has taken place with the Parent Council in the form of a SWOT analyses allowing SLT to gather a general view of the school from this small group of the Parent Forum. The SIP priorities note planned actions to create opportunities to gather views from the wider Parent Forum about specific aspects of school improvement. The analyses of this information will inform the next steps on our journey.

The nursery is also beginning to create and act on consultation opportunities with families. Questionnaires were issued at the most recent ‘Stay and Play’ sessions and analyse of these has given action for consideration when planning and providing future family engagement events. This good practice will be strengthened this session with more opportunities for families to support our nursery’s improvement journey.

Pupil

Regularly throughout the month, pupils participate in ‘Thinking Circle’. This is a very well-established practice in Holy Family. Learners are posed question in relation to school improvement priorities or from ‘How Good is OUR School?’. Children work in groups of learners from each stage and overseen by a consistent adult. The information gathered has been included in AIR and been taken into account when creating this SIP.

Holy Family has a range of committees where children can work alongside peers becoming more involved in the life of their school and develop skills within the 4 capacities of cfe. This ensures most learners feel they belong to their school, their views are heard and taken account of when decisions are made. Holy Family has numerous opportunities for children to lead in the school and this practice will be built upon looking at the impact it has on their attainment and achievement.

In the nursery, daily, staff consult children on their interests and what learning they want to explore. This practice has been introduced fairly recently with staff observing children to be more independent in planning their learning for the day. This will be built upon next session.

**2023-24 Improvement Plan**

|  |  |  |
| --- | --- | --- |
| Cluster Priority 1 : Long Term Outcome  What do you hope to achieve? What is going ot change? For whom? By how much? By When? | | **Raise learner engagement and attainment through promoting high levels of school attendance. Year 2** |
| Person(s) Responsible  Who will be leading the improvement? | **Cluster Chair, CIIL, Cluster HT’s** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 2, 3, 4, 7, 9** | | **NIF Driver: 3, 4, 6** | | | |
| **NLC Priority: 1, 2, 3, 5** | | **QI: 1.1, 2.3, 2.4, 2.6, 3.1, 3.2** | | | |
| **PEF Intervention:2, 3, 5 ,10** | | **Developing in Faith/UNCRC: 5** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.  PEF funding to purchase Family Attendance Support Worker | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  CNHS Cluster have in 2022/23 focussed on improving attendance across the cluster with each school adopting strategies to improve engagement and work towards set targets. The cluster recognise that poor/weak attendance is detrimental to learner attainment and learner mental health. Attendance over the last year has improved and or stabilised in all cluster schools with further progress planned for in 2023/24. The CNHS Cluster will promote positive practices that will engage learners and families in increasing attendance at school and in so doing improve outcomes for learners and their families. | | | | | |
| **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**.  Each school within the cluster will identify spending specific from PEF budgets that promote attendance and engagement. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Improved motivation to attend school.  Target specific learners (20 in secondary, 10 in primary) demonstrating low absence rate of below 85% in secondary and below 90% in primary. | Progressive and targeted support for family engagement will be prioritised linked to trigger attendance levels of below 85% in secondary, below 90% in primaries.  Individual Primaries will reflect their own target % | | Monthly data from each school will continue be collated with information being shared with whole school community. Data will be shared with appropriate staff to aid tracking and monitoring of individual learners as appropriate. |  |  |
| Targeted support for identified learners in place. | Attendance information and the relationship to attainment will be shared with all families. Individual learners will be supported to improve attendance. | | Data will be shared with appropriate staff to aid tracking and monitoring of individual learners as appropriate. |  |  |
| Improved engagement with learners and families.with named individuals to work with the Family Engagement Support Assistant | The recently appointed Family Engagement Support Assistant will engage with primary and secondary identified needs within families. | | Learner views gathered termly regarding their attendance, learning and curriculum. |  |  |
| Increased attendance leading to improved engagement and attainment through collaboration with families and Family Engagement Support Assistant | Individual schools will create procedures to promote and improve attendance.  Schools will continue to share their best practice in engaging with learners and families | | Targeted Future Friday activities will continue to engage learners. % of target group taking up offers will be supported and monitored. This will be linked with the primaries offering secondary pupils the opportunity to build leadership skills |  |  |
| Enhanced curriculum support for learners and families provided by schools and supported by Family Engagement support Assistant. | Individual schools will continue to look at how they can offer alternative and enhanced curriculum experiences that engage learners. | | Curriculum offers will be linked to learner progress and tracked against attendance. |  |  |
|  |  | |  |  |  |
| **Final evaluation:** | | | | | |

**2023-24 Improvement Plan**

|  |  |  |
| --- | --- | --- |
| Cluster Priority 2: Long Term Outcome  What do you hope to achieve? What is going ot change? For whom? By how much? By When? | | **Embed the national commitment “The Promise” into cluster practice. (Year 2)** |
| Person(s) Responsible  Who will be leading the improvement? | **Cluster Chair, CIIL, Cluster HT’s & Cluster Collegiate Working Party.** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 2,3** | | **NIF Driver:1,3** | | | |
| **NLC Priority:2,3,5** | | **QI:1.1, 2.3, 2.4, 2.6, 3.1, 3.2** | | | |
| **PEF Intervention: 1,2,6,10** | | **Developing in Faith/UNCRC: 2, 5** | | | |
| 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?  CNHS Cluster has completed the process of implementing “The Promise” to support Care Experienced children and young people. This was also part of the cluster receiving an award for being early adopters of the principles of “The Promise”. Increased provision across the cluster to support vulnerable learners and families has placed CNHS cluster in a positive position to reinforce the implementation of and embed into practice, ”The Promise”. | | | | | |
| **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**.  Each school within the cluster will identify spending specific from PEF budgets that promote attendance and engagement. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Improved motivation to attend school  Target “Care Experienced” learners demonstrating low absence rate and/or poor engagement. | Revisit and reinforce learned understanding of “The Promise”,  Behaviour is Communication   * Trauma informed practice * ACES * Brain Development * Relationships and Supporting Wellbeing | | Maintain and develop increased staff knowledge understanding and awareness of practice to support vulnerable learners. |  |  |
| Targeted support for identified “Care Experienced” learners in primary and secondary including target of zero exclusions | Counselling for P4/5 will be introduced to complement already established P6/7 and secondary counselling. Individual “Care Experienced” learners supported as appropriate. | | We will continue to monitor target of zero exclusions and data will be gathered demonstrating reduction as well as engagement strategy for learners and families to support attendance at school. |  |  |
| Continue to develop learning opportunities s and good practice for staff to increase knowledge, understanding of “Care Experienced” learners and “The Promise” | Establish Cluster working party to support Cluster to further implement the principles and practice of “The Promise”. | | Ensure GIRFEC procedures continue to support “Care Experienced” learners.   * Identification * Assessment * Planning * Implementation |  |  |
|  |  |  |  |
| **Final evaluation:** | | | | | |

|  |  |  |
| --- | --- | --- |
| Priority 1: 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 learners will increase their involvement with the curriculum by 1 point on the Leuvens Scale through improved curriculum opportunities driven by our refreshed curriculum rationale.** |
| Person(s) Responsible  Who will be leading the improvement? | **HT- Angela Harley** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2, 3, 4** | | **NIF Driver:1, 3, 4, 5.** | | | |
| **NLC Priority: 1, 2, 3, 4, 5** | | **QI: 1.1, 1.3, 2.2. 3.2** | | | |
| **PEF Intervention: 5, 10,11.** | | **Developing in Faith/UNCRC: 2, 3 / 3,28,29, 42.** | | | |
| 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?  We are at a point now after Covid of new beginnings and with a new Head Teacher appointed this is a good time to engage in conversations about curriculum rationale across our establishment.   * The current curriculum rationale for Holy Family was published in October 2017. * The children and families who were consulted at that time are now in the upper stages so the views gathered to create the curriculum rationale may not be reflective of current stakeholders*.* * We need our curriculum rationale to support shared and consistent approaches to Learning, Teaching and Assessment reflecting on new approaches, new initiative and the changing demographic of our society in light of Covid. * Robust self-evaluation shows we have aspirational values and aims for the school and nursery but not a shared vision for the whole establishment. We do not have consistent evidence that our vision, values and aims shape our curriculum*.* * We need to review our curriculum rationale to ensure it reflects current educational thinking and innovative approaches to Learning, teaching and assessment taking account of stakeholder views. * The landscape of Scottish education is changing, and this is a consideration. * We continue on the journey to achieving Bronze RRS Award. | | | | | |
| **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) |  |  |
| School and nursery will develop a curriculum rationale which is reflective and unique to our setting.  This will provide shared expectations and consistency in practice benefiting all learners. | **School and ELC Improvement**  Using NLC Curriculum Creation toolkit focus on:   * Self-evaluation of where we are now? * What makes us unique? * Why is this improvement important? * Shared understanding of what we are trying to achieve. * What are the main drivers of our curriculum? * Reflective self-evaluation of where we are going and what we are going to do now?   Consultation with parents/ carers to share *why* we are doing this. Gather views on establishment uniqueness, main drivers for curriculum, understanding of current practices. | | **Staff**  **Pre and post staff questionnaires.**  **RAG self-evaluation against 2.2.**  **Learning walks**  **Planning meetings**  **Quality and range of opportunity L, T, A.**  **Pupil**    **Pre and post questionnaires.**  **Evidence from Thinking Circles.**  **Focus Group- curriculum.**  **Parent/ carers**    **Pre and post questionnaires.**  **Evidence from Focus groups.**  **Self-evaluation discussions.** |  |  |
| To develop a shared vision for the school and nursery ensuring all stakeholder know what is expected of them in their behaviours and interaction. | **School and ELC Improvement/ School and ELC Leadership/ Parent/ carer Involvement and Engagement**  Working group will be created to lead improvement.   * Opportunities to work in groups to discuss, develop and understand who we are as an establishment. * Gather views of pupils, staff and parents of what makes us unique and ideas of a vision. * Collate findings. * Learning walks/ visits gathering evidence of values lived in practice. * Consultation with all stakeholders to inform vision values and aims. * EY’s to develop a basic tool to allow younger children to contribute. * Early years carry out Nurture Self-evaluation in conjunction with Psychological Services. * Tailored training to support outcomes of survey. | | **Forms consultations across all groups.**  **SLT/ Peer learning walks/ visits collating data for baseline evidence.**  **Thinking Circles feedback from children.**  **Feedback from nursery tool for gathering views.**  **Focus groups.**  **Outcome of survey**  **Audit of evidence through Learning/ walks.**  **Data analyse and target setting.**  **Observation on training impact**  **Post self-evaluation survey.** |  |  |
| Re-visit values and aims ensuring they are reflective of current stakeholder views, understanding and evident these are lived through the school and nursery respectively. | As above | | **As above** |  |  |
| Improved curricular opportunities as we beginning to reflect our curriculum rationale. | **Curriculum and Assessment/ Teacher and Practitioner Professionalism**   * Staff working with the NLC Curriculum Creation Toolkit to understand what we are doing and why. * Build staff understanding of current educational thinking on curriculum rationale from latest Scottish Government and LA advice to support the formation of our curriculum rationale. * Staff reflection of developments/ advice in relation to the above in their own practice. * All staff to rate all learners on the ‘Leuvens Scale of Involvement’ to gather baseline data. * Reflection on this will highlight learners to teachers/ practitioners to focus on to raise involvement in the curriculum. | | **Pre and post staff questionnaires**  **Leuvens Scale pre and post year data**  **Learning walks/ visit**  **Planning discussions**  **EY Team meetings and planning reflections** |  |  |
|  |  | |  |  |  |
|  |  | |  |  |  |
| **Final evaluation:** | | | | | |

|  |  |  |
| --- | --- | --- |
| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Attainment in writing to increase from 71.4% to 72% by May 2024.** |
| Person(s) Responsible  Who will be leading the improvement? |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 3, 5** | | **NIF Driver: 4, 5, 6** | | | |
| **NLC Priority: 1, 2, 3** | | **QI:1.3, 2.3, 3.2** | | | |
| **PEF Intervention:4, 6, 7.** | | **Developing in Faith/UNCRC:3, 42.** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  Match funded class teacher 0.4/0.4  CAT | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?   * Last sessions writing ACEL in Holy Family increased by 5% for P1 and P7 achieving the target set in the SIP. P4 attainment increased but not to the set 5% target. * Attainment data in other stages of school is also falling well below the school average of 71.4%:   P2- 60%  P3- 52%  P5- 63%  P6- 88%   * The school average attainment % for writing is increased by strong figures in P1 and P7 recorded at 82% and 88% respectively. With P7 moving on this will naturally decrease the average attainment figure for writing. * Analysis of our P2 and P3 stages indicates that a number of learners in the lowest deciles are not meeting expected levels and we also have a number of children with EAL at these stages. * Staff consultation suggests that the exploration of pedagogy for writing is in the early stages and they need to work on developing a whole school consistent and shared approach to high-quality Learning, Teaching and Assessment in this area. | | | | | |
| **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**.  **Talk for Writing training and materials – school budget**  **NLC Revised Curriculum Pathways**  **NLC Active Literacy training opportunities- school budget**  **PEF- 0.4 match funded teacher £24 099**  **PT’s- delivering targeted interventions** | | | | | |
| **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 learners will benefit from improved pedagogical practices in writing. | **Teacher Professionalism**   * Create a working group revise pedagogical practice across the school. * Implement NLC Revised Progression Pathways as a whole establishment. * Staff to reflect on their own skills in delivering high-quality L,T and A in relation to writing and discuss targets and high quality CLPL for PRD discussions. | | **Staff**   * **Pre and post staff questionnaires:**   **Confidence**  **Understanding of the writing process**  **Environment**  **Lesson structure**  **Pathways**  **Number of staff identifying writing related targets on PRD’s.**  **Levels of engagement in CLPL and evaluation of impact.**  **Feedback from classroom audits at the beginning and end of the year.**  **Learners**  **Attainment tracking**  **TPJ**  **Progress in jotter work and application of writing skills across learning.**  **Feedback through ‘Thinking Circles’.**  **Focus group views** |  |  |
| All learners will benefit from improved learning environments which support their independence in writing. | **Curriculum and Assessment**   * Audit all classroom environments to ensure they are promoting independence in writing. * Refection from CLPL linked to improving writing. * Reflect on ‘Communication Friendly Classroom’ guidance. * Consistent approach to learning resources which promote independence in writing. | | **Feedback from’ Thinking Circles’.**  **Staff observations and rates of engagement using Leuven’s scale**  **TPJ**  **Attainment tracking**  **SLT Learning walks** |  |  |
| Staff will develop and consistent approach to Learning, Teaching and Assessment of writing ensuring all learners make progress. | **Teacher Professionalism**   * Working party audit staff views of effective pedagogy for writing. * Opportunities within staff development time to share good practice across all stages and agree approaches to be used and expected impact agreed. * Set clear time scales for pilots of agreed pedagogy. * Tracking meeting by particular focus to impact of approaches being used. | | **Review of staff audits.**  **TJD**  **Attainment data**  **SLT observations**  **Confidence levels of staff making TPJ and evidence available to support this.**  **SLT Learning walks** |  |  |
| **Increase in P3 and P4 attainment.**  **P3**  Increase attainment levels in writing from 60 % (12 pupils) to pupil 75% (15 pupils).  **P4**  Increase attainment levels in writing from 52% (15 pupils) to pupil 62% (18 pupils). | **Curriculum and Assessment**   * 3 pupils identified from each stage. * Targeted input from a teacher for 4 sessions per week. * Analysis of formative and summative assessment results to identify key areas for intervention. | | **Pre and post SWAT**  **SNSA implemented in autumn term**  **Active Literacy selling and phoneme checks.**  **High-quality Assessment in writing moderated across stages.**  **Tracking discussions**  **Jotter monitoring**  **SLT learning observations.** |  |  |
|  |  | |  |  |  |
|  |  | |  |  |  |
| **Final evaluation:** | | | | | |

|  |  |  |
| --- | --- | --- |
| Priority 3: 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 children increase their involvement in high-quality outdoor learning experiences by 1 on the Leuvens scale for involvement.** |
| Person(s) Responsible  Who will be leading the improvement? | **HT- Angela Harley, All nursery staff** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 2, 3, 5** | | **NIF Driver: 1, 2, 4, 5** | | | |
| **NLC Priority: 1, 2, 3** | | **QI: 1.3, , 2.3, 3.1** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  Realising the Ambition highlights the need for us to continually consider the learning environment ensuring it is interesting, motivating, and accessible, giving opportunities for physical, cognitive, imaginative and creative skills to develop. In considering Learning for Sustainability outdoor learning has a key role.  Through robust self-evaluation staff identified:   * Progress has been made developing the resources available outdoor to children therefore Year 2 of this priority will focus on enhancing the curriculum opportunities for all children to engage in. * A few children need encouragement to access outdoors regularly so this will be addressed through high-quality experiences especially in Literacy, Numeracy and HWB. * Refreshed curriculum rationale also encompasses this priority for early years. | | | | | |
| **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**.  **Outdoor learning loose parts – Nursery budget.**  **Transportable resources in line with children’s interest- nursery budget** | | | | | |
| **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) |  |  |
| Learners will be engaged in high quality experiences outdoors daily, that will develop their health and wellbeing, literacy, numeracy using their interests as provocations. | **ELC Improvement/ Curriculum and Assessment**   * Build on the previously developed areas in support of the learners engaging in high-quality experiences with a focus on Literacy, Numeracy and HWB. * Staff access further high-quality CLPL which supports the provision of the curriculum outdoors. * Staff to audit what is available in outdoor areas and how this is used by children. * Consult children as to resources they want outdoors. * Visit other establishments to observe good practice. * Staff to engage with current documents reflecting on their practice in using outdoors and an effect resource for involvement. * Consult parents/ carers on their views of outdoor experiences. | | * **Outdoor area floor books will evidence development and children’s voice and interest.** * **Staff observation of children’s engagement in outdoor area – measure using Leuven scale.** * **Survey parents and staff, pupil voice.** * **Staff reading, training courses and visits to other establishments.** * **Learning walks/ visits SLT** |  |  |
|  |  | |  |  |  |
|  |  | |  |  |  |
|  |  | |  |  |  |
|  |  | |  |  |  |
|  |  | |  |  |  |
| **Final evaluation:** | | | | | |

**nOrth Lanarkshire Council**

**PEF ALLOCATION: £ 36 750**

**Education & FAMILIES**

**EQUITY PLAN 2023-24**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |
| **School Priority 2** | **£ 24 099**  **£ 1000** | **Class teacher to provide targeted support aimed at improving attainment in writing.**  **NLC Swim and Gym Experience** | Staffing allocation allows for 7 classes which are high in numbers especially across the P4 and P5 stages of the school.  The extra class teacher will deliver specific interventions to identified groups of children targeting learners living in the lowest deciles. Being able to provide a teacher to delivered targeted support allows for class teacher to manage L, T & A for all learners even though class numbers are higher.    This will be monitored and tracked for impact. Much of this resource will be focused on first level as there is a higher level of lower SIMD children in this part of the school. Although the overarching target of raising attainment in writing the interventions will cover all address the other components of literacy.  All children at the P5 stage will have the opportunity to access swimming lessons and specialist P.E input delivered but NLC Coaches. It is hoped that all children will develop this life skill (swimming) despite any financial or social barriers they may face. |  |

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. | | |