

***Driving Equity and Excellence***

**Cluster Improvement Action Plan**

**Session 2019-20**

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| **Cluster:** | Cumbernauld Academy |
| **Date Submitted:** |  |

**2019-20 Cluster Improvement Plan**

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| **Cluster Priority** | **Establishing and embedding STEM experiences and partnerships across the cluster, through:**   1. Piloting of milestones/development of skills based curricular progression framework on Glow digital platform. 2. Piloting of CLPL to support practitioners with STEM focussing on early level through to third level. 3. Delivery and evaluation of agreed STEM activities at establishment and cluster level. 4. Developing strategies to tackle inequalities that exist across STEM education. |

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

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| **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 |

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| **Denominational Schools** | **Developing in Faith Themes** | **Rights Respecting Schools (RRS)** |
| *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 5. Serving the common good. | *All schools are encouraged to consider links to Rights Respecting Schools. 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)*.* |

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| **IMPROVEMENT PRIORITY 1:** | | Piloting of milestones/development of skills based curricular progression framework on Glow digital platform. | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **All HT’s and Heads of Establishments, AML’s and Pedagogy Practitioners from Cluster** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.2 Leadership of learning  1.3 Leadership of change  1.5 Management of resources to promote equity.  2.2 Curriculum  2.3 Learning, teaching and Assessment  2.6 Transitions  2.7 Partnerships  3.2 Increasing creativity and employability | 5. Promoting a high quality learning experience  6. Differentiated support  8. Employability and skills development  10. Partnership working  11. Professional learning and leadership | | 1. School Leadership 2. Teacher Professionalism 3. School Improvement | 1. Improvement in numeracy;  2. Closing the attainment gap between the most and least disadvantaged children;  4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | 1. Improvement in attainment  4. Improvement in employability skills and sustained, positive school leaver destinations for all young people  5. Improved outcomes for vulnerable groups | *RRS Article 3:*  Best interests of the child.  *RRS Article 28:*  Right to Education  *RRS Article 29:*  Goals of Education |

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| **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) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| Staff to use progression framework to inform planning | 1. Ensure access via digital platform on Glow to pilot materials developed by NLC and pedagogy team. 2. Member of ASN staff identified to support development of sub group 3. CLPL for staff in relation to accessing Glow and STEM activities. 4. Identification and procurement of resources to support curriculum delivery. | Evidence of STEM targets in planning  Framework embedded in all planning  ASN rep on group  All staff to have access to and be using GLOW  Successful bid to Education Scotland | GLOW framework  Progression Framework  IT needs determined by each establishment | Termly review of targets  August 2020  Aug 2019  Dec 2019 |

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| **IMPROVEMENT PRIORITY 2:** | | Piloting of CLPL to support practitioners with STEM focussing on early level through to third level. | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **All HT’s and Heads of Establishments, AML’s and Pedagogy Practitioners from Cluster** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.2 Leadership of learning  1.3 Leadership of change  1.5 Management of resources to promote equity.  2.2 Curriculum  2.3 Learning, teaching and Assessment  2.6 Transitions  2.7 Partnerships  3.2 Increasing creativity and employability | 5. Promoting a high quality learning experience  6. Differentiated support  8. Employability and skills development  10. Partnership working  11. Professional learning and leadership | | 1. School Leadership 2. Teacher Professionalism   School Improvement | 1. Improvement in numeracy;  2. Closing the attainment gap between the most and least disadvantaged children;  4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | 1. Improvement in attainment  4. Improvement in employability skills and sustained, positive school leaver destinations for all young people  5. Improved outcomes for vulnerable groups | *RRS Article 3:*  Best interests of the child.  *RRS Article 28:*  Right to Education  *RRS Article 29:*  Goals of Education |

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| STEM champion to be identified in all establishments  STEM co-ordinator to be identified  STEM champion to identify establishment training needs  STEM co-ordinator to liaise with STEM champions to prioritise training needs  Training organised in line with identified need | 1. Prepare and submit bid to Education Scotland to support/facilitate purchase of resources and CLPL. 2. Pilot S1 STEM young leader’s project. 3. Training of S6 STEM Ambassadors to support practitioners. 4. Identification of STEM Champion in all cluster establishments. 5. Identification of STEM Coordinator for Cluster 6. Pupil STEM champions to be identified in all establishments in the cluster | Successful bid  STEM champion identified  STEM Coordinator identified  Audit of training needs to be completed for each establishment  Training calendar agreed  Staff to attend to attend relevant training | Staff time allocated in order to identify roles and responsibilities for champions and co-ordinator  Resources will be dependent on progression framework and identified need | Aug 2019  Oct 2019  Oct 2019  Dec 2019  Jan 2020  Ongoing  Aug 2020 |

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| **IMPROVEMENT PRIORITY 3:** | | Delivery and evaluation of agreed STEM activities at establishment and cluster level – **TBC with Cluster in August** | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **All HT’s and Heads of Establishments, AML’s and Pedagogy Practitioners from Cluster** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
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| **IMPROVEMENT PRIORITY 4:** | | Developing strategies to tackle inequalities that exist across STEM education. – **TBC with Cluster in August** | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **All HT’s and Heads of Establishments, AML’s and Pedagogy Practitioners from Cluster** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |