

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2021-22**

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| **School:** | Kildrum Primary School |
| **Cluster:** | Cumbernauld Academy |

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| Improvement Plan Summary | |
| Cluster Priority: | Develop consistent approaches across the cluster that focus on improving the health and wellbeing of all children, young people and families. These approaches will contribute to closing the attainment gap between most and least disadvantaged children. |
| School Priority 1: | Ensure children have access to high quality learning and teaching in all curricular areas in order to increase overall attainment in Literacy and Numeracy and to decrease the attainment gap between children living in SIMD 1/2 and SIMD3+. |
| School Priority 2: | Improve and support the mental, social and emotional health of all pupils and staff by embedding and extending the range of nurture and positive relationship based approaches used across the school. |
| School Priority 3: | Develop digital pedagogy across all stages, ensuring quality and equity for all learners. |

**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 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**

“Kildrum Primary School… Achieving everyone’s potential. Be the best you can be!”

Responsibility, Achievement, Resilience, Aspiration, Respect

**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.

Parents were consulted throughout session 2020/2021 through the Parent Council and audits. Discussion has taken place with staff and it has been agreed that many elements of this year’s SIP will involve the continuation of some aspects of last session’s priorities along with elements of recovery.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Last session learners were consulted through Health and Wellbeing Webs which were completed by all pupils each term, these are then analysis by teachers and any issues are addressed. Pupils also took part in the annual pupil survey and a survey specifically in relation to remote 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:

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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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| *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**

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| IMPROVEMENT PRIORITY: | Develop consistent approaches across the cluster that focus on improving the health and wellbeing of all children, young people and families. These approaches will contribute to closing the attainment gap between most and least disadvantaged children. | |
| Person(s) Responsible  Who will be leading the improvement? | | Cluster Chair and CIIL, supported by Education and Families Managers. |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 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 | 1.3 Leadership of Change | 1 Early Intervention and Prevention | NA | Article 3 - best interests of the child |
| 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 | 1.5 Management of Resources to Promote Equity | 2. Social and Emotional Wellbeing | NA | Article 28 - right to education |
|  | 6. Performance Information |  | 2.4 Personalised Support | 6. Differentiated Support | NA | Article 31 - leisure, play and culture |
|  |  |  | 2.6 Transitions | 7. Using Evidence and Data | NA |  |
|  |  |  | 2.7 Partnerships | 10. Partnership Working | NA |  |
|  |  |  | 3.1 Ensuring wellbeing |  | NA |  |
|  |  |  | 3.2 Equality and Inclusion |  | NA |  |

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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) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **C.1**  Establishment of ‘support around the school’ system and the integrated cluster wellbeing team.   * Consistent implementation of shared cluster vision, values and aims, ensuring that positive outcomes for all CYP (Children and Young People) are prioritised. * Establishments will have access to appropriate supports and provision that meet individual needs. * All staff will be familiar with the GIRFEC Pathway Refresh to enable effective identification of CYP’s needs and the implementation of appropriate supports. * Identified CYP and families will benefit from staged intervention support packages that enable them to work towards reaching their full potential, including curriculum progress and health and wellbeing needs. * Parents/Carers will be aware of the supports available for CYP and families, the processes and procedures involved, including the role of the parent/carer. | Cluster vision, values and aims to be established.  Every cluster establishment to receive GIRFEC Refresh training- organised and delivered by CIIL.  Establishment of cluster GIRFEC Team to share good practice, support materials, policies and procedures- co-ordinated by CIIL, establishments to contribute.  CLPL opportunities for staff to develop knowledge, understanding and skills- co-ordinated by CIIL.  Consistent procedures established to:   * identify the needs of cluster establishments * rigorous analysis of data to inform practice, including SDQ, ACEL, SNSA * implement appropriate supports * monitor effectiveness and identify next steps   *co-ordinated by CIIL and Cluster Chair*  Establishment of cluster wellbeing base in Abronhill PS- staffing and resources.  Parents/Carers workshops and materials to develop awareness. | Views gathered from staff, CYP, families, other stakeholders (pre and post) to measure impact of support work and interventions.  Staff engagement with CLPL opportunities.  Analysis of tracking and monitoring data across the cluster:   * formative, summative and diagnostic * SIMD, FSM, CG, Attendance   Track and monitor the effectiveness of the GIRFEC Team resources in supporting cluster establishments:   * how often accessed * how useful resources are in supporting needs * gaps identified   Observations- CYP engagement, enjoyment, confidence and ability to apply skills. | Vision, values, aims established - Dec 21.  GIRFEC Refresh - all completed by Oct 21.  Cluster GIRFEC Team initial set up- Nov 21.  Procedures established- data gathered and analysed by end of Nov 21, policy in place Feb 22.  Cluster base- dependent on NLC progressing- date TBC.  Parents- dependent on cluster base progression- TBC.  Checkpoints:  Dec 21  Feb 22  May 22 | **Term 2**   * Teaching staff took part in GIRFEC Refresh part 2 training (27/10/2021), led by Elspeth Green. Staff are more familiar with some aspects of the GIRFEC pathway. *Further explanation and discussion will be required to ensure that staff are confident with planning and the associated paperwork. This will be done on the November in-service day.* |
| **C.2**  **Develop and promote links with partner agencies and other services, including the third sector.**   * Cluster will have knowledge of, and access to, agencies and services who can support establishments, CYP and families. * CYP and families will benefit from being able to access appropriate resources in their community and beyond that meet their individual needs, e.g. clubs, finances, support groups * Community relationships will be strengthened. | Audit the established contacts already accessed within the cluster- co-ordinated by CIIL  Make contact with agencies and services to discuss opportunities  Establish a bank of resources in Teams- all establishments contribute  Create a directory of supports/possible links- all establishments contribute  Establish a tracking and monitoring system | Views gathered from staff, CYP, families and partners regarding the needs within the cluster (pre and post initiative).  Track and monitor the effectiveness of the resources and directory in supporting cluster establishments and families:   * how often accessed * how useful contacts are in supporting needs * gaps in the service.   Analysis of tracking and monitoring data to measure impact and identify next steps, e.g. attendance at clubs, referrals to Financial Inclusion Team etc. | Audit resources and initial views gathered by Nov 2021 in-service.  Resources and directory will be established in Teams by Jan 2022 and will be added to throughout the session.  Tracking and monitoring of the Team- monthly  Checkpoints:   * Dec 21 * Feb 22 * May 22 |  |
| **C.3**  **Transition**   * All children and young people will benefit from consistent approaches to transition. (birth to 18) that meet their individual needs. * Parents/Carers will have an understanding of the transition procedures in place across the cluster, and will be involved in the process at each stage. * Practitioners will have knowledge and understanding of the importance of high quality transition, and will be fully involved in the process at each stage. | Audit transition approaches and resources currently used in all establishments.  Develop resources for use at key points:   * Home to Nursery * Baby/Toddler to Ante-Pre * Ante-Pre to Pre-School * Nursery to Primary 1 * Class to Class * P7 to Secondary * Stages within Secondary * Secondary to Further Education/World of Work * New Pupils (mid-session) * Pupils transferring out of establishments   Produce a cluster transition policy. | Views (pre and post initiative development)- staff, CYP, parents/carers, supporting agencies.  Evaluations of the quality of resources in:   * enabling practitioners to effectively meet needs * ensuring children can securely integrate into new settings * ensuring parents/carers are included and well-informed   Observations- CYP engagement, confidence, enjoyment and ability to apply skills.  Review of policy and practice next session (after piloting approaches). | Audit resources and initial views gathered by Dec 2021.  Draft policy and guidance by Feb 2022 in-service.  Resources ready to review and pilot by end of March 2022 (phased approach prior to this as and when materials are available).  Pilot programme established to begin in April 2022 (phased approach- as above).  Review of programme on completion of each transition event (ongoing).  Checkpoints:   * Dec 21 * Feb 22 * May 22 |  |

**2021-22 School Improvement Priority 1**

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| **IMPROVEMENT PRIORITY 1:** | Ensure children have access to high quality learning and teaching in all curricular areas in order to increase overall attainment in Literacy and Numeracy and to decrease the attainment gap between children living in SIMD 1/2 and SIMD3+. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | Kate Watt (Head Teacher) |

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| **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 | 1.3 Leadership of Change | 1 Early Intervention and Prevention | NA | Article 28 - right to education |
| 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 | 2.2 Curriculum | 4. Targeted Approaches to Literacy and Numeracy |  | Article 29 - goals of education |
|  | 6. Performance Information |  | 2.3 Learning, Teaching and Assessment | 5. Promoting a high quality learning experience |  |  |
|  |  |  | 2.4 Personalised Support | 6. Differentiated Support |  |  |
|  |  |  | 3.2 Equality and Inclusion | 7. Using Evidence and Data |  |  |
|  |  |  |  | 10. Partnership Working |  |  |
|  |  |  |  | 11. Professional learning and leadership |  |  |

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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) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **1.1**  Refreshed curriculum rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning. | Consultation and communication with all stakeholders following Education Scotland and NLC curriculum guidance.  Reflect curriculum design principles and Refreshed Curriculum Narrative.  Review *Building Back Better* document. | Consultation questionnaire results from all stakeholders.  Teacher’s planning will reflect changes to curriculum rationale. | Curriculum rationale to be reviewed throughout Term 2. | **Term 1**   * An initial discussion about the Curriculum Rationale took place with the Parent Council. Suggestion for inclusion in the school curriculum included: * Specified trips e.g. beach, museum, theatre * CPR * Sign Language |
| **1.2**  Children are supported through shared, consistent understanding of standards (in literacy/numeracy) and well-planned experiences and approaches based on moderation cycle to become more independent in their learning. | Sustained focus in planning and delivery of high quality core learning in Literacy, Numeracy and HWB.  Review North Lanarkshire’s “Make Every Lesson Great” document and adapt for our school context.  CLPL identified for staff (literacy /numeracy/HWB/STEM/ Digital/ Pedagogy)  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.   * Staff to work together, across stages, to complete termly tracking - analyse data and benchmarks to agree current level. * Staff to work together to plan IDL learning/teaching approaches and assessment.   Opportunities for outdoor and digital learning are embedded as part of planning and curriculum rationale. | Teachers planning will reflect core areas, STEM/IDL and outdoor/digital learning experiences.  Learning visits and professional dialogue will reflect focus in core areas, outdoor learning/digital and STEM/IDL.  Teacher’s collaboratively plan and engage in professional dialogue to ensure shared understanding of standards.  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 range of teaching and learning approaches. | Review “Make Every Lesson Great” document in Term 2.  Moderation events each term.  Outdoor learning opportunities to be increased from Term 1. | **Term 1**   * Classroom support visits took place in order to monitor and support staff. All staff were visited and provided with feedback. Most teachers demonstrated a good level of teaching. * Jotters were monitored in order to evaluate tasks being provided and feedback. Almost all children were being provided with appropriate tasks, some children were receiving appropriate written feedback. * Almost all tracking meetings took place (one did not due to staff absence). Additional support were then put in place for some children. * HT spoke to a group of children from every class. Most children were able to discuss their learning, how it is assessed and how they are given feedback. ‘Golden Books’ were used to evidence discussions. |
| **1.3**  Robust arrangements are in place to support progressive high quality learning for children who are unable to attend school. | All children have equity of access to high quality remote learning experiences.  Ensure equity of access to technology and connectivity for all families.  Promote and familiarise staff with new Digital school/Virtual classroom materials.  CLPL ongoing for digital learning.  Review contingency planning for high quality blended learning approaches. | Audit of digital access for all families.  Request device and deploy to identified families through NLC.  Staff engage in ongoing CLPL related to digital learning and teaching.  Pre and post staff self-evaluation of training and awareness of digital resources available.  Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning. | Business Continuity plan to be reviewed in Term 1.  Check-in phone calls to be made to pupils who are isolating as and when required throughout the session.  Virtual Classroom information to be sent to parents in Term 1. | **Term 1**   * All class teams set up so that all children have access to shared documents and a class collaboration space. * All parents issued with Virtual Classroom instructions so that all children can have access to high quality remote learning. * All classes shown how to use the Virtual Classroom, most children feel confident using this resource. |
| **1.4**  Identified gaps in learning will be addressed through careful planning, high quality learning and teaching experiences and appropriate interventions. | CLPL in relation to the use and analysis of assessments and resulting data.  Identify gaps in learning through careful consideration of assessment approaches, ongoing observations, higher order questioning and detailed evaluation of progress and next steps.  Adaptations to core planning to support differentiation and progression in learning are recorded in medium term plans.  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. | Staff training to take place in Term 1.  Moderation events to take place each term.  Internal Request for Assistance to be created by 24/08/2021 and introduced to staff 25/8/2021.  IRfA to be submitted to SLT by 03/09/2021. | **Term 1**   * School moderation event took place (29/09/2021). Almost all teaching staff engaged in professional dialogue around planning (including assessment). * All teaching staff took part in training on the use of assessment data (25/08/2021). Children will be provided with more appropriate tasks and feedback as a result of staff having a greater understanding of the data. * All teaching staff were trained in the use of the school tracking database (01/09/2021). This is now available for staff to access * An Internal Request for Assistance was introduced. Children will receive appropriate additional support where it is identified that this is necessary. |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.   * Refreshed Curriculum Narrative * Moderation Cycle * Digital School * Building Back Better research and Education Scotland Guidance * Assessments *(costs TBC)* * CLPL | | | | |

**2021-22 School Improvement Priority 2**

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| **IMPROVEMENT PRIORITY 2:** | Improve and support the mental, social and emotional health of all pupils and staff by embedding and extending the range of nurture and positive relationship based approaches used across the school. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | Ann Davis (Acting Depute Head Teacher) |

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| **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 | 2.1 Safeguarding and CP | 1 Early Intervention and Prevention | NA | Article 12 - respect for the views of the child |
|  | 2. Teacher Professionalism |  | 2.2 Curriculum | 2. Social and Emotional Wellbeing |  | Article 24 - health and health services |
|  | 3. Parental Engagement |  | 2.4 Personalised Support | 3. Promoting healthy lifestyles |  | Article 28 - right to education |
|  |  |  | 2.7 Partnerships | 10. Partnership Working |  |  |
|  |  |  | 3.2 Equality and Inclusion |  |  |  |

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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) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **2.1**  Analysis of the HGIOS 4 - 3.1 self-evaluation audit has informed elements of the HWB improvement plan and identified appropriate staff development needs. | Analyse the self-evaluation audit to identify priorities for improvement plan.  CLPL identified for staff e.g.:-   * Nurturing approaches * Brain development * Resilience Toolkit | Staff engage in ongoing CLPL related to HWB needs identified.  Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence. | Pre-training evaluation to be completed by all staff in June 2021 (nurture).  Results to be analysed by psychological services during the summer holiday.  Post training evaluation to be completed by staff in April.  Nurture training to run throughout the session. | **Term 1**   * Pre-training evaluation completed (last term). * Results analysed (during the summer). * Nurture introduction session led by educational psychologist 12/08/2021. |
| **2.2**  Data from the SDQ has been analysed to plan for children’s wellbeing. | Attend SDQ training from Youth in Mind trainers to analyse school data.  Use data to identify children who may require wellbeing intervention via the GIRFEC pathway (e.g. Seasons for Growth, School Counselling). | Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence  Tracking and monitoring of staged intervention. | SDQ data to be analysed in Term 1. | **Term 2**   * SDQ data downloaded and results for specific children who require significant additional support needs analysed. |
| **2.3**  Staff, children and young people know and understand the use of the GIRFEC principles and processes and wellbeing indicators.  Identified staff (normally Named Person) are more confident in the reviewing, assessing and planning cycle using a strengths based approach on the analysis of risk and protective factors. | Deliver staff training on the GIRFEC refresh to support effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.  Attend training on GIRFEC Refresh Part 2 –  A Learner Journey –   * Wellbeing Assessment * Analysing data using assessment tools * Action Planning | 100% of staff trained and are implementing the GIRFEC pathway.  Data on revised staged intervention approach will show decreasing numbers as stages escalate.  Identified staff have been trained and are implementing the GIRFEC Refresh Part 2 – A Learner Journey | GIRFEC Refresh Part 2 training to take place in Term 2. | **Term 2**   * Teaching staff took part in GIRFEC Refresh part 2 training (27/10/2021), led by Elspeth Green. Staff are more familiar with some aspects of the GIRFEC pathway. *Further explanation and discussion will be required to ensure that staff are confident with planning and the associated paperwork. This will be done on the November in-service day.* |
| **2.4**  The use of the Wellbeing Application provides a secure recording system for wellbeing assessments and plans. | Identified staff complete the e-learning module and course.  Where appropriate, Wellbeing plans are created using the app for pupils who have more significant needs. | GIRFme plans are uploaded to app  Wellbeing information is safely secured on the app  Relevant staff have access to wellbeing information. | Training to take place in Term 1. | **Term 1**   * HT completed Wellbeing Application e-learning module and course (22/09/2021) and so is now more confident in the use of the programme. * Newly created or received documents are now being added to the Wellbeing app. |
| **2.5**  All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the HWB curriculum | Embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.  Participate in the Active Schools led outdoor programmes e.g.   * Cycling * Athletics * Orienteering * P7 Strathclyde Park programme | Teachers planning will demonstrate the increased focus on mental health and wellbeing.  Learning visits, learner conversations and teacher evaluations will show that almost all children are happy and engaged in their learning. | Throughout the session. |  |
| **2.6**  Continuing the journey towards the UNICEF Rights Respecting school status and embedding a child rights approach into all aspects of school life. | Work along with SAC HWB worker to continue journey towards Rights Respecting Schools status  Establish Action Plan for Bronze award. | Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to.  Positive Impact of on school life is evident.  Children identify as global citizens. | Audit work to start in Term 1. |  |
| **2.7**  All staff are ‘trauma informed’ to ensure there is a consistency of approaches and shared language to supporting children across the school. | Use nurturing relationships as the basis of response to trauma.  Use partner agencies at Additional and Intensive level (Educational Psychologist, Third Sector). | Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence. | Pre-training evaluation to be completed by all staff in June 2021 (nurture).  Results to be analysed by psychological services during the summer holiday.  Post training evaluation to be completed by staff in April.  Nurture training to run throughout the session. | **Term 1**   * Pre-training evaluation completed (last term). * Results analysed (during the summer). * Nurture introduction session led by educational psychologist 12/08/2021. |
| **2.8**  Staff wellbeing remains a key focus**.** Managers and HWB Champions encourage good self-care and provide opportunities for colleagues to discuss their wellbeing. | Slide sets, posters and other resources are available and may be used to support team discussion and promote good self-care practice. These can be accessed via the HWB Champions Team and Work Well NL links in the resources section below.  Staff wellbeing co-ordinator to be identified. | Regular discussion and sharing of ideas and good practice. Self-care is understood as a necessity that includes physical and psychological care. Stress management skills are shared and encouraged. | Staff wellbeing co-ordinator to be identified in Term 1. | **Term 1**   * Staff wellbeing co-ordinator identified – Ashley French. |
| **Resources**   * Healthy Schools Framework <https://healthyschools.scot/> * Resources for School Staff to Support Positive Mental Wellbeing of Children and Young People <https://education.gov.scot/media/ajhbcvmx/positive-mental-wellbeing-resources.pdf> * Emotional Literacy programmes (e.g. Emotion Works) * Building Resilience – Edinburgh City Council Resource * Compassionate and Connected Classrooms – Education Scotland <https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom> * Mindfulness programmes (e.g. Relax Kids, Ten for Zen) * Stress and Anxiety Training from Psychological Services * Barnardos – It’s All About Relationships <https://www.youtube.com/watch?v=0RyD-ueKCOc> * RSHP resource <https://rshp.scot/> * NHS Education Scotland Trauma informed resources and training programmes – ‘Opening Doors’ and ‘Sowing Seeds’ Animations <https://bit.ly/3gNNEI0> * Glasgow Motivation and Wellbeing Profile <https://education.gov.scot/improvement/learning-resources/wellbeing-profile-glasgow-motivation-and-wellbeing-profile-gmwp/>   **Staff Wellbeing Resources**   * [Link to staff wellbeing resources on MS Teams](https://teams.microsoft.com/_#/school/files/Staff%20Wellbeing%20Resources?threadId=19%3A9e3b674f581b4e4fb275d6c512ba5c9e%40thread.tacv2&ctx=channel&context=Covid%2520Recovery%2520Plan%25202021-22%2520(Staff%2520Wbg%2520Resources))&rootfolder=%252Fsites%252FHWBChampions20%252FShared%25) * [Link to staff wellbeing resources on workwell NL](https://www.nllife.co.uk/covid-updates-mental-wellness-home-page/) * For additional/ alternative resources please contact Catherine Campbell at [campbellc@northlan.gov.uk](mailto:campbellc@northlan.gov.uk) | | | | |

**2021-22 School Improvement Priority 3**

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| **IMPROVEMENT PRIORITY 3:** | Develop digital pedagogy across all stages, ensuring quality and equity for all learners. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | Karen McBride (Depute Head Teacher) |

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| **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 | 1. Improvement in attainment, particularly literacy and numeracy | 2.2 Curriculum | 1 Early Intervention and Prevention | NA | Article 28 - right to education |
|  | 6. Performance Information | 2. Closing the attainment gap between the most and least disadvantaged children | 2.3 Learning, Teaching and Assessment | 4. Targeted Approaches to Literacy and Numeracy |  | Article 29 - goals of education |
|  |  | 4. Improvement in employability skills and sustained positive school leaver destinations for all young people | 2.4 Personalised Support | 5. Promoting a high quality learning experience |  |  |
|  |  |  | 3.2 Equality and Inclusion | 6. Differentiated Support |  |  |

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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) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **3.1**  Consistent use of Glow as a learning and collaborative environment for all learners and staff. | All children and young people can use O365 tools effectively to enrich their learning experience at level appropriate for their age and stage.  Glow is used to give children and young people feedback on their learning.  Regular use is made of accessibility tools in Glow to support learner’s needs.  Children/young people and staff have access to collaborative areas in Teams. | Learner Consultation/Evaluation  Planning Tracking and monitoring  Digital Tracking and monitoring - use of Insights on Teams |  | **Term 1**   * Primary 7 classes using Teams and a rubrics for Taught Writing so that children are more aware of their next steps. |
| **3.2**  Attainment data is used to inform targeted digital interventions. | Review attainment data to identify learning gaps.  Target use of digital technologies to support learning interventions.  Plan PEF spend/interventions to address digital needs in school.  CLPL to be sourced and provided on digital interventions to support learning. | Planning, tracking, and monitoring  Staff consultation  Digital engagement data  PRD |  | **Term 1**   * Wifi within the school upgraded. *This has not improved internet reliability and will result in approximately 80 iPads no longer being able to connect to the wifi.* |
| **3.3**  The impact of digital pedagogy is tracked and monitored by staff and school leaders. | Develop tracking and monitoring to include digital pedagogy.  Digital Champion to track impact of pedagogies being developed.  Review digital approaches to teaching and learning with all staff.  Develop Teaching and Learning policy to include approaches that had greatest impact.  Develop use of the Digital School to support pedagogical practice. | Planning, tracking, and monitoring  Learner evaluations  Staff consultation  Parental evaluations  Digital engagement data | Audit use of digital technologies in Term 1.  CLPL to take place from Term 2. | **Term 1**   * Arrangements made for Digital Pathfinders to support staff with the use of the immersive classroom in order to improve their knowledge, understanding and confidence. |
| **3.4**  Children and young people experience progressive digital skills within and across the curriculum. | Review digital skills experienced by young people as part of the curriculum and wider learning  Develop planning to include the teaching of digital skills across all subject areas.  Develop learning experiences to show links to the world of work.  Develop learning and teaching policy to include digital pedagogies. | Planning, tracking, and monitoring  Learner evaluations  Staff consultation | Digital technologies pathway to be reviewed and updated in Term 2. |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.   * No cost for training * Additional hardware will be required due to wifi upgrade, costs TBC. | | | | |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT:** Kildrum Primary

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

SAC FTE allocation – 0.5FTE

PEF allocation - £112,718

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2021-22**

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| **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. |
| Our rationale for SAC and PEF is to raise attainment in Literacy, Numeracy and Health and Wellbeing with a specific focus on those children who live in the most deprived areas. Our SAC and PEF plans will run alongside our School Improvement Priorities, which places emphasis on improving attainment in Literacy and Numeracy, Health and Wellbieng and Digital Technologies.  For some of our pupils a lack or resilience and ability to regulate their behaviour can cause a barrier to learning. They will be supported with the help of additional ASNA hours, the Emotion Works resource and additional strategies listed in the School Improvement Plan.  Our initial priority in Term 1 will be to settle the children back into school routines, to reassure them and identify any health and wellbeing concerns. The additional staffing provided by SAC and PEF will allow the SLT to spend more time supporting pupils and staff to do this. A priority will then be placed on assessment in order to establish where the children are in their learning and what support is required. From the middle of Term 1 additional interventions and focus groups will be put in place. Progress will be closely monitored and tracked.  Additional investment in digital technologies will also be made to ensure that all pupils have access to laptops and tablets while in school (while still following COVID-19 Health and Safety guidance). Over time, approximately 90 iPads will need to be replaced as they will not be compatible with the new wifi system which will be installed in the school. |

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| **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.) |
| **Scottish Attainment Challenge** | | | |
| **0.5FTE**  Devon Galt will work in our school Monday – Wednesday | **Numeracy** | * Work to improve the numeracy attainment of targeted children. * Assess and gather baseline information. * Plan and evaluate group teaching. * Assess and gather information about next steps. | Big Maths weekly assessments  Tracking data |
| **Literacy** | * Work to improve the literacy attainment of targeted children. * Assess and gather baseline information. * Plan and evaluate group teaching. * Plan and evaluate using the Wave 3 intervention. * Assess and gather information about next steps. | YARC  PM Benchmarking  Tracking data |

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| **Pupil Equity Fund** | | | |
| **Acting DHT**  *(enhanced post August 2020 – April 2021)*  *Cost TBC* | **Literacy, Numeracy and Health and Wellbeing** | * Work to improve the literacy attainment of targeted children. * Assess and gather baseline information. * Plan and evaluate using the Read, Write Inc. intervention. * Assess and gather information about next steps. * Main remit will relate to the improvement of outdoor learning and development of our outdoor space. | YARC  PM Benchmarking  Tracking data  Evidence gathered through observation and audits. |
| **3 FTE** *(teaching post August – March)*  *Cost TBC* | **Literacy and Numeracy** | * Work to improve the literacy and numeracy attainment of targeted children. * Assess and gather baseline information. * Plan and evaluate group teaching * Assess and gather information about next steps. | YARC  PM Benchmarking  Big Maths weekly assessments.  MALT  Tracking data |
| **25 hrs ASNA**  *(August – March)*  *Cost TBC* | **Health and Wellbeing** | Providing 25 hours support for one of three pupils who require a significant amount of adult attention in order to stay safe and complete tasks. | Evidence gathered through observation, teacher judgement and the review of GIRFMe Plans. |
| **Emotion Works Annual Subscription**  *£150* | **Health and Wellbeing** | Emotion Works programme to be used across the school and throughout the year. | Wellbeing Webs  Attendance data  Audits |
| **Big Maths Annual Subscription**  *£1,100* | **Numeracy** | Big Maths resources will continue to be used to ensure progression and continuity across all stages and classes. It will allow children to be assessed and tracked accurately and will provide staff with planning and resources. | Big Maths weekly assessments  Tracking data  SNSA |
| **PIPS Assessments**  *Cost TBC* | **Literacy and Numeracy** | PIPS assessments will be completed by all Primary 1 pupils in September and June in order to identify next steps and measure progress. | Analysis of data |
| **Laptops/iPads**  *£TBC* | **Digital Technologies** | Provide enough devices so that digital technologies can be embedded in all areas of the curriculum. | Medium Term Planning  Audits |
| **Outdoor Learning Resources**  *£TBC* | **Health and Wellbeing** | All pupils will have access to well planned and resources outdoor learning. | Observations  Audits |