

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2023-24**

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| **School:** | Kildrum Primary School |
| **Cluster:** | Cumbernauld Academy |
| **Head Teacher:** | Kate Watt |

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| Improvement Plan Summary | |
| Cluster Priority 1: | **The Cycle of Wellbeing***- Year 1*  Underpinned by GIRFEC, effective procedures and strategies will be developed to improve emotional and mental health and wellbeing across the cluster. Approaches will take account of the needs of the whole cluster as well as individual establishments, resulting in improvements in wellbeing, attainment and achievement. This will be a cluster priority for 3 years (2023-26) |
| Cluster Priority 2: | **Raising Attainment and Positive Attitudes in Maths and Numeracy**  Development of knowledge and skills in teaching maths and numeracy using a variety of approaches and resources will improve teacher and learner confidence and attainment. Overall attainment across the cluster will increase from an average of ???% to ??? % by May 2024 (as measured in P1, 4, 7 and S3 ACEL data). Information required from establishments  ***Long Term Outcomes specific to our school:***  **Numeracy** *Year two of a three year school priority and also a cluster priority*  *Improve teacher knowledge, skills and confidence in the teaching of Numeracy in order to raise attainment across all stages. By May 2024 most children in Primary 1-3 and the majority of children in Primary 4-7 will be on track. There will be a particular focus on children in Primary 4, Primary 6 and Primary 7, where the majority of children are currently not on track.* |
| School Priority 1: | **Inclusion**  Improve staff knowledge, skills and confidence to support the inclusion of all learners within the school environment. By May 2024 almost all children will feel safe and supported in school and most will feel that bullying behaviour is dealt with effectively. Almost all parents will feel that the school gives them advice on how to support their child at home and most will feel that bullying behaviour is dealt with effectively. |
| School Priority 2: | **Creativity**  Develop pedagogy, resources and learning environments in order to maximise opportunities to support children’s creativity. By May 2024 almost all children in Primary 4-7 will feel that the school supports them to become more confident, most children in Primary 4-7 and almost all in Primary 1-3 will enjoy learning and feel happy in school. Most children will feel that they are creative. |

**A diagram of a school

Description automatically generated with medium confidence**

**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.

**Details of engagement (pupils, parents/carers, partners)**

Parents are consulted throughout session, through the Parent Council and audits. Last session, end of session audit results were generally very positive, however, issues around bullying were again identified by parents/carers as a concern. As a result this area features as an area for development within our Inclusion priority.

Learners are 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 take part in the annual pupil survey, Pupil Voice Circles, Show off Your Work Day discussions and Class Showcase meetings.

**2023-24 Improvement Plan**

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| Cluster Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **The Cycle of Wellbeing** *- Year 1*  Underpinned by GIRFEC, effective procedures and strategies will be developed to improve emotional and mental health and wellbeing across the cluster. Approaches will take account of the needs of the whole cluster as well as individual establishments, resulting in improvements in wellbeing, attainment and achievement. This will be a cluster priority for 3 years (2023-26) |
| Person(s) Responsible  Who will be leading the improvement? | Chair (Jane Stocks), CIIL (Lois Mullaney), identified staff from cluster establishments and network team | |

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| **(Please insert the relevant information below using the codes above)** | |
| **NIF Priority:**   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 |
| **NLC Priority:**   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 | **QIs:**  1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  1.4: Leadership and management of staff  *Learning Provision QIs will vary depending on individual establishment focus*  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability |
| **PEF Intervention:** | **Developing in Faith/UNCRC:**  Article 3 - best interests of the child  Article 5 - parental guidance and child's evolving capacities  Article 8 - protection and preservation of identity  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 24 - health and health services  Article 28 - right to education  Article 29 - goals of education  Article 31 - leisure, play and culture  Article 42 - knowledge of rights |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | |

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| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Heads of establishments engaged in professional dialogue to identify priorities that would positively impact on the health and wellbeing needs across the cluster. Points raised included:   * meeting the needs of children and families requiring support with mental health * effectively tracking and monitoring health and wellbeing to inform next steps in planning the curriculum and meeting individuals’ needs * developing staff knowledge, understanding and pedagogy to ensure consistent approaches across establishments * embedding use of effective resources and interventions to support children, families and staff * further development of nurture and trauma informed practice * focussing on inclusive practice that takes account of the cluster context, including staff development, raising awareness and understanding of diversity and additional support needs, and celebrating success and achievement   The Scottish Government’s Mental Health Strategy 2017-27 sets out the vision to improve mental health in Scotland. A key section in the strategy deals with prevention and early intervention which outlines the ambition that every child and young person should have appropriate access to emotional and mental wellbeing support in school. It is recognised that a whole school approach is a key aspect in promoting positive mental health and to enable the link between mental health services across education and in the wider community.  The Cycle of Wellbeing provides an ideal framework to enable our cluster to use the resources to strategically plan supports and interventions for staff and our community based on local context. This will be a focus for the cluster for 3 years due to the recommendations of focussing on a certain number of action points within each of the five areas each year. The five focus areas in the Cycle of Wellbeing are:   1. Wellbeing of and for staff 2. Wellbeing supporting whole school approaches 3. Professional learning to support the wellbeing of children and young people 4. Supporting learning and teaching 5. Evaluating progress of wellbeing | | | | |
| **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**.  Cycle of Wellbeing resources- available online and within cluster Team | | | | |
| **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) |  |  |
| *Year 1 Whole Cluster Focus:*  **Wellbeing of and for staff**   * Staff will be able to actively manage their own wellbeing * Staff will recognise if their own/others’ wellbeing may be at risk and will be able to access support resources | *Year 1- Whole Cluster Focus:*  Staff engagement with resources that enable them to identify and manage wellbeing needs, including:   * Wellbeing Planning Tool and ‘Staff Wellbeing and Self Care in a Crisis’ video (Vimeo- NHS Education Scotland) * Workforce Wellbeing: Beyond the pandemic and into the future (Sway: NHS Scotland) * Staff Health and Wellbeing Wakelet (Education Scotland) * Work Well NL (North Lanarkshire Council) * Resources and signposts available on cluster Team. * Contact Nicola Harvie (ESO- Staff HWB) to arrange staff wellbeing session | **Quantitative Measures**   * Staff pre/post questionnaires and evaluations on wellbeing and supports * Staff attendance data will show reduced absence rates * Monitoring impact of interventions to support staff health and wellbeing   **Qualitative Measures**   * Staff engagement with tools * Staff views and feedback on impact and next steps * Observations of staff wellbeing | **Term 1**   * Cluster training on the Cycle of Wellbeing resources provided on Education Scotland. 20 members of Kildrum teaching staff attended. * Wellbeing Tool and other resources were shown. * Nicole Harvie presented to describe her role and the supports which NLC offers staff. * Kildrum Staff Wellbeing packs updated and issued to all new members of staff. |  |
| *Year 1 Focus:*  **Wellbeing (supporting whole school approaches)**   * Preventative and universal measures promote sustained positive mental health for all * Enhances a sense of belonging and strengthens resilience * Reduces stigma and discrimination for those seeking help * Raises attainment and achievement * Appropriate and timely targeted interventions ensure equality and equity, including for vulnerable groups * Promotes positive relationships, also establishments’ ethos * Improves the capacity of specialist services by providing support to those who need it at a universal and targeted level within establishments * Diversity and difference are welcomed and celebrated * Supports young people’s positive destinations * Partnership working with parents, professionals, community groups and the third sector supports mental health and wellbeing across the cluster communities | *Year 1 Focus- Individual establishments will choose 1/2 focus areas that suit their needs (after information session with Lorna Aitken, Education Scotland)*  **Leadership and Management:**   * Establishment/Cluster vision for mental health- include all stakeholders * Encourage leadership at all levels * Lead self-evaluation to create a clear implementation plan- use existing data and evidence to determine the gaps and inform policy framework * Support wider staff teams in understanding how improvements will be sustained   **Ethos and Environment:**   * + Underpinned by relational approaches, e.g. whole establishment nurture and restorative approaches   + Emphasis on Children’s and Human Rights   + Promote positive and respectful relationships that value diversity   **Curriculum and Learning & Teaching:**   * + Learning across the curriculum so that C&YP develop the knowledge, understanding, skills, capabilities, and attributes they need for positive wellbeing   + Evidence informed programmes to complement curriculum delivery   + L&T approaches that build resilience and develop problem solving, coping and relationship management skills   + C&YP should have opportunities to lead learning and make choices regarding how/what they learn   + Evaluate HWB progress within ‘Responsibility of All’ using clear tracking and monitoring approaches   **Enabling C&YP’s voices and participation to influence decisions**   * + Rights based approach across establishment/cluster   + Ensure views inform change and that C&YP are aware of the impact of sharing their views   + Empowered to express views regarding needs, supports and services   + C&YP should be aware of advocacy arrangements that are in place to support them   + C&YP to be involved in decision making around mental health and wellbeing and self-evaluation of provision   **Supporting staff professional learning and development in order to ensure their own and others’ mental health and wellbeing**   * Opportunities for staff to develop knowledge, skills and attitudes so they can positively impact on their own and others’ mental wellbeing- reflect on the ‘informed’, ‘skilled’ and ‘enhanced’ levels   **Identifying need and monitoring effect of interventions**   * Effective arrangements in place to identify need at whole establishment, group and individual pupil level * Robust self-evaluation procedures in place * Build quality relationships and attunement with C&YP to effectively monitor impact * Engage with parents/carers, C&YP, other professionals to ensure holistic approach to monitoring impact * Robust evaluations in place to evaluate the efficacy of interventions   **Working with Parents, Carers and the Wider Community**   * + Strong school, family and community partnerships- evaluate and refresh   + Focus on care experienced C&YP   + Personalised approaches required for some families to share views- The Promise   + Recognition of the importance of cultural values and beliefs   + Parents/Carers contribute to the vision and values around whole establishment mental health and wellbeing   + Sign post appropriate supports for parents/carers- e.g. exam stress, sleep, teenage brain development, discussing health and wellbeing   + Strong partnerships with the third sector and community groups   **Targeted support and appropriate pathways to the right support**   * Child-centred effective universal support built on the key principles of GIRFEC * Pastoral care teams have clear and effective structures and systems to identify C&YP who require additional support * Robust processes and clear referral pathways in place using universal, targeted and specialist interventions to ensure equity for all * Access to appropriate school supports that complement whole school approach- e.g., Educational Psychologist, school counselling, school nurse * Effective partnerships between education, health and social care * School staff should have a good understanding of local pathways and the role of agencies | *May vary depending on individual establishments’ focus. Establishments may produce their own measures. Below are suggestions:*  **Quantitative Measures**   * Analysis of formative, summative and diagnostic assessments, and evaluations of interventions will demonstrate appropriate engagement and progression (wellbeing, attainment and achievement). Include use of:   + West Partnership Learner Wellbeing Matrix   + Glasgow Motivation and Wellbeing Profile   + HGIOS4 and HGIOELC   + Wellbeing indicators * Attendance data will evidence improvement in children who have had attendance concerns. * Monitoring number of referrals for additional supports/interventions, bullying incidents, compliments and complaints etc.   **Qualitative Measures**   * Pre/post views and evaluations- relevant stakeholders * Staff engagement with CLPL * Establishment Quality Assurance and Self-Evaluation will evidence whole school approaches to wellbeing- Classroom/Playroom visits, learning walks, professional dialogue, learner conversations, examination of work, gathering views of learners, staff, parents, other stakeholders * Family engagement – views, feedback, attendance at events, workshops, home learning etc. * Reports/feedback from professionals- e.g., Ed Psych, social work, health | **Term 2**   * *‘Ethos and Environment’* and *‘Identifying need and monitoring effect of interventions’* selected as school focus. |  |
| **Final evaluation:** | | | | |

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| Cluster Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Raising Attainment and Positive Attitudes in Maths and Numeracy**  Development of knowledge and skills in teaching maths and numeracy using a variety of approaches and resources will improve teacher and learner confidence and attainment. Overall attainment across the cluster will increase from an average of ???% to ??? % by May 2024 (as measured in P1, 4, 7 and S3 ACEL data). Information required from establishments  ***Long Term Outcomes specific to our school:***  *Improve teacher knowledge, skills and confidence in the teaching of Numeracy in order to raise attainment across all stages. By May 2024 most children in Primary 1-3 and the majority of children in Primary 4-7 will be on track. There will be a particular focus on children in Primary 4, Primary 6 and Primary 7, where the majority of children are currently not on track.* |
| Person(s) Responsible  Who will be leading the improvement? | Chair (Jane Stocks), CIIL (Lois Mullaney), identified staff from cluster establishments and network team | |

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| **NIF Priority:**   1. Closing the attainment gap between the most and least disadvantaged children and young people; 2. Improvement in skills and sustained, positive school leaver destinations for all young people 3. 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 | | |
| **NLC Priority:**   1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in employability skills and sustained, positive school leaver destinations for all young people 4. Improved outcomes for vulnerable groups | | | **QIs:**  1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  2.2: Curriculum  2.3: Learning, teaching and assessment  2.4: Personalised support  2.5: Family Learning  2.6: Transitions  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement | | |
| **PEF Intervention:** | | | **Developing in Faith/UNCRC:**  Article 3 - best interests of the child  Article 5 - parental guidance and child's evolving capacities  Article 12 - respect for the views of the child  Article 28 - right to education  Article 29 - goals of education | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Cluster identified that attainment and teaching and learning approaches in maths and numeracy are variable across establishments. Cluster identified that there needs to be more consistency across establishments in developing pedagogical approaches to inform positive learning experiences, confidence and attainment in maths and numeracy.  Research compiled in ‘Making Maths Count’, raised the need to highlight that everyone can become proficient in maths and that it would be beneficial to become so as maths and numeracy skills are necessary in daily life and in the workplace. It also highlighted that improving confidence and fluency in the learning and teaching of maths is essential for creating greater enthusiasm and raising attainment. One of the key areas in driving this forward is the implementation of high quality CLPL opportunities.  (Making Maths Count: Transforming Scotland into a Maths Positive Nation, Scottish Government, 2016)  Our cluster will engage in sessions led by the Numeracy ESOs (Margaret Anne Keatings and Clare Gillooly) from NLC Learning Hub. These have still to be finalised but will likely focus on:   * Numeracy Overview * Structure of a Lesson * Progressive Pathways * Number Talks * Concrete, Pictorial, Abstract (CPA) * Moderation Session * Family Learning Session * Effective Transitions | | | | | |
| **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**.  CLPL Support Programme- Numeracy ESOs (Learning Hub). Each cluster establishment to pay for one session (approx. £250 each). Sessions still to be confirmed. | | | | | |
| **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) | |  |  |
| **Transforming Attitudes to Maths**   * Improvements in learners’ positive attitudes when engaging with maths * Improvements in attainment and achievement | **Transforming Attitudes to Maths**  **Culture Change**   * Create greater enthusiasm for and promote the value of maths as an essential life and work skill   **Maths Week: 25th Sept-1st Oct 2023**   * + Promote awareness, appreciation and understanding of maths through a wide range of events and activities   **Family Engagement**   * + Support adults in developing maths confidence by involving them in events and sharing information | **Quantitative Measures**   * Analysis of formative, summative and diagnostic assessments, and evaluations of interventions will demonstrate appropriate engagement and progression (wellbeing, attainment and achievement). * Pre and post questionnaires and evaluations * Attendance data will evidence improvement in children who have had attendance concerns. * Monitoring number of referrals for additional supports/interventions- reduction.   **Qualitative Measures**   * Staff engagement with CLPL * Establishment Quality Assurance and Self-Evaluation will evidence improvements in approaches to maths- Classroom/Playroom visits, learning walks, professional dialogue, learner conversations, examination of work, gathering views of learners, staff, parents, other stakeholders * Family engagement/learning – views, feedback, attendance at events, workshops, home learning etc. | | **Term 1**   * Kildrum Primary did not take part in Maths Weeks Scotland as other focus weeks had already been planned and agreed by the SRG. Maths Week is part of the school three year focus week programme. |  |
| **Improving Confidence and Fluency in Maths**   * Reduced anxiety and improved learner confidence and resilience when engaging with maths (identified cohorts) * Attainment raised through setting challenging but attainable goals, including reducing the poverty related attainment gap for identified learners (SIMD 1-3) * Increased staff confidence and enhanced professional practices in teaching maths will result in learners engaging in high quality teaching and learning experiences. Learners will have a good understanding of:   + Calculating mentally   + Using appropriate mathematical language and notation   + Applying key mathematical properties   + Developing understanding about relationships between numbers and mathematical concepts * Learners will be able to make connections between different aspects and representations of maths. * Learners will be able to explain their thinking and engage more effectively in collaborative learning. * Learners will benefit from continuity in their progression with effective transitions in place within and across establishments. | **Improving Confidence and Fluency in Maths**  **School Education**   * + Growth mindset approaches in tackling anxiety and raising awareness that there are not fixed abilities in maths   **CLPL**   * + Staff training programme provided by Numeracy ESOs from NLC Learning Hub   + High quality professional dialogue and moderation opportunities within and across establishments- sharing good practice   **Effective Learning and Teaching Approaches- supported by ESOs and Cluster Teachers**   * + Develop a wide range of effective learning and teaching approaches, including structuring effective lessons and focussing on CPA approach (concrete, pictorial, abstract).   + Engage with new NLC Progression Pathways and linked resources   **Maths Mastery**   * + coherent and consistent approach to skills development and progression   + “over learning”- drawing repeatedly on fundamental concepts and key skills   + practising skills, strategies and methods to embed learning in a range of contexts   + Interventions and differentiation with an emphasis on supporting pupils to achieve their best and reduce gaps in learning   **Family Learning**   * + opportunities to learn with their children/young people- clubs, home learning, games, workshops, interventions etc.   + signpost to digital learning and support materials   **Effective Transitions**   * + professional dialogue between staff and effective reporting of learners’ achievements   + taking account of learners’ views | As above | | **Term 1**   * Kildrum teaching staff took part in training provided by TeeJay 27/09/2023. * Details of support groups resulting from PEF spend to be added here. |  |
| **Maths as an Essential Skill for Life and Employment**   * Learners will have more awareness of the varied careers and opportunities that utilise maths and numeracy skills. * Learners will be inspired to engage in developing their own maths and numeracy skills with the knowledge that these will support them in life and work. | **Maths as an Essential Skill for Life and Employment**  **Developing Young Workforce**   * + opportunities for organisations, employers, and education establishments to work together to demonstrate the benefits of maths for future careers | As above | |  |  |
| **Final evaluation:** | | | | | |

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Inclusion**  Improve staff knowledge, skills and confidence to support the inclusion of all learners within the school environment. By May 2024 almost all children will feel safe and supported in school and most will feel that bullying behaviour is dealt with effectively. Almost all parents will feel that the school gives them advice on how to support their child at home and most will feel that bullying behaviour is dealt with effectively. |
| Person(s) Responsible  Who will be leading the improvement? | Kate Watt (Head Teacher) | |

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| **NLC Priority:**   1. Closing the attainment gap between the most and least disadvantaged children 2. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 3. Improved outcomes for vulnerable groups | | **QIs:**  1.1: Self-evaluation for self-improvement  1.3: Leadership of change  2.1: Safeguarding and child protection  2.4: Personalised support  3.1: Ensuring wellbeing, equality and inclusion | | | | |
| **PEF Intervention:**   1. Social and emotional wellbeing 2. Promoting healthy lifestyles 3. Promoting high quality learning experiences 4. Differentiated support 5. Using evidence and data | | **Developing in Faith/UNCRC:**  Article 3 - best interests of the child *– suggested by RRS committee*  Article 5 - parental guidance and child's evolving capacities  Article 8 - protection and preservation of identity  Article 12 - respect for the views of the child – *suggested by RRS committee*  Article 13 - freedom of expression – *suggested by RRS committee*  Article 14 - freedom of thought, belief and religion | | | Article 23 – children with a disability *– suggested by RRS committee*  Article 28 – right to education *– suggested by RRS committee*  Article 29 – goals of education *– suggested by RRS committee*  Article 39 - recovery from trauma and reintegration  Article 42 - knowledge of rights | |
| 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?  “The vision speak directly to the voices of the children and young people who said again and again that they wanted a safe, inclusive education system that valued everyone and celebrated all kinds of success.”  *All Learners in Scotland Matter: The National Discussion on Education, May 2023*  “We heard about the importance of rights and understanding and respecting all forms of diversity and equality should be integrated in the curriculum and curriculum-linked resources for example understanding and appreciation of race, gender, sexual orientation, disabilities, poverty, and other protected characteristics.”  *All Learners in Scotland Matter: The National Discussion on Education, May 2023*  **Additional Support Needs**  During session 2022/2023 professional dialogue with staff (teaching and support) showed a need for increased understanding of neurodiverse children and how these children can be supported in school. During the session several parents approached staff with concerns about their children; how they behaved at home, whether they may be neurodiverse, how to support them etc. In session 2023/2024 approximately 30 children with additional supports needs and who require support from an additional adult will be attending our school and, at the moment, we have only 4.4FTE ASNA staff and no classroom assistant. With an ever increasing number of children with additional supports needs attending our school and a significant decrease in the number of staff to support them, there is a greater need for ‘reasonable adjustments’ to be made at Universal level.  **Brain Development**  Staff have identified the need to increase their knowledge and understanding of brain development, how trauma can affect this and how children affected by trauma can be supported.  **Diversity**  Observations have highlighted a need for additional work to ensure that all children feel represented in resources used throughout the school and that the various cultures and ancestries of the pupils and staff in our school are celebrated. | | | | | | |
| **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) |  | |  |
| **1.1**  All children will have access to inclusive classrooms which contain a number of supports designed to reduce anxiety and barriers to learning. | * + The CIRCLE framework to be used to research and evaluate. This year concentrating on ‘Environment’ and ‘Structures and Routines’.   + An ‘Inclusive Classroom Checklist’ to be created and used by teachers to evaluate their classrooms.   + Changes to be made to classrooms as a result of evaluation.   + ‘The Inclusive Classroom’ to be used as a basis for professional dialogue. | | * + Staff audits of last year’s classroom, this year’s classroom at the start of the session and this year’s classroom by the middle of the school session.   + Pupil audits comparing last year’s classroom to this year’s (through Pupil Voice Circles and Class Showcase discussions).   + End of session pupil questionnaires will show almost all children feel safe and supported in school. |  | |  |
| **1.2**  Digital technologies will be used effectively to reduce barriers to learning. | * Staff to be trained in the use of digital technologies to enhance learning and teaching. * Staff to use knowledge gained from training within their classrooms. * Research and introduce a new parental engagement app to replace Class Dojo. | | * Staff audits will show in improvement in knowledge and understanding. * Planning, professional dialogue, learner discussions and observations will show an increase in the use of digital technologies to support learning. * A new digital communication app/platform will be in place and will allow increased parental engagement. |  | |  |
| **1.3**  Targeted children will have their anxiety reduced through the implementation of whole school strategies. | * Survey to be issued to target children and their parents/carers to help identify the aspects of school life which the children find most difficult. * Lunchtime club to be established to support those children who find being in the playground challenging. * An alternative to whole school assemblies to be established to support those children who find these challenging. | | * Survey will show areas of concern. * Learner conversations and anxiety thermometers will show children feel less anxious. | **Term 1**   * Information about *Kooth* online support for mental wellbeing issued to parent via weekly newsletter. * Three children referred to *Teen Talk*. * *Kooth* staff invited to attend November parents’ evening in order to provide information about the service. * Kate Watt took part in two *Outcomes Star* training sessions, 29/08/2023 and 31/08/2320. * Kate Watt took part in *Drawing and Talking* review training session 29/08/2023 | |  |
| **1.4**  Almost all parents/carers will feel that the school provides them with advice on how to support their child’s learning. | * ‘Termly Learning’ documents to be moderated by teaching staff. * Additional information about ways to support children at home to be added to ‘Termly Learning’ grids each term. | | * End of session parent questionnaires will show that almost all parents/carers feel that the school provides advice on how they can support their child. | **Term 1**   * ‘This Term’s Learning’ sheets reviewed by teaching staff 14/08/2023 and changes made. Grids now contain more information about what parents can do at home and a section for useful websites and apps. | |  |
| **1.5**  Most children will feel represented within the resources used across the school and diversity will be highlighted and celebrated. | * Literacy and Numeracy resources to be reviewed and evaluated in relation to the representation of diversity. * Toys to be reviewed and evaluated in relation to the representation of diversity. * Signage around the school to be reviewed and evaluated in relation to the representation of diversity. * Additional resources to be purchased where necessary. | | * A report will identify areas for improvement and next steps. |  | |  |
| **1.6**  Most children who have experienced trauma will receive additional, targeted support. | * Educational Psychologist to lead training about brain development. * ‘The Whole-Brain Child’ to be used as a basis for professional dialogue. * ‘Seasons for Growth’ programme to be re-introduced with a Primary 4-7 group to take place in Term 1 and a Primary 1-3 group to take place in Term 3. * ‘Drawing and Talking’ sessions to be established. * Group LIAM programme (Primary 4-7) to run in Term 2. | | * Staff audits will show an increase in knowledge and understanding of brain development and the effects of trauma. * ‘Seasons for Growth’, ‘Drawing and Talking’ and ‘LIAM’ evaluations will show beneficial results for most children. | **Term 1**   * All teachers emailed information about ‘Keeping Trauma in Mind’ training, 21/08/2023. Kate Watt, Karen McBride, Ashley French and Wendy Wilson to attend. | |  |
| **1.7**  There will be clear (multi-agency where necessary) plans in place for all children who require additional support. | * Staff timetables to allow for meetings to take place at the start of Term 1 and the end of all four terms. * Meetings to include staff from other agencies, where necessary. * GIRFMe Plan to be created for all care experienced children, whether or not additional support is currently required. * Attendance, exclusions, attainment to be tracked for care experienced children. | | * Most GIRFMe Plans will include input from more than one member of staff and some will include input from more than one agency. |  | |  |
| **1.8**  Targeted children will have increased attendance at school.  The average school attendance will rise to 93%. | * Cluster Family Engagement Worker will support families following referrals, where necessary. * Reasons for non-attendance at school will be analysed. * Attendance data will be reviewed on a monthly basis and additional support provided, where necessary. * Attendance data of children receiving additional support will be analysed. | | * Attendance data will show an increase in average attendance, to at least 93%. * Attendance data will show the attendance of targeted children has increased. * The gap between SIMD 1 and 2 and SIMD 3+ will decrease. * School attendance around holidays, particularly in December, will increase. |  | |  |
| **1.9**  All children will experience a broad, progressive and stimulating Health and Wellbeing programme, which includes rights education. | * A whole school Health and Wellbeing programme will be created. This will include lessons on relationships and bullying and the use of the ‘Roots of Empathy’ programme in one class. * The Rights Respecting Schools Award programme will be followed in order for the school to gain the Bronze aware by the end of Term 1 and the Silver award by the end of Term 3. | | * Planning and evaluations will show the use of an appropriate Health and Wellbeing programme. * Questionnaire results will show that most children and almost all parents/carers feel that the school deals with bullying effectively. * Almost all children will be able to name some of their rights and give examples of them in practice. | **Term 1**   * RRS committee met on 21/08/2023 and agreed which rights will be focussed on this session. Committee also reviewed the AIP and specified which rights related to each of the priorities. * RRSA bronze award application was completed by committee and submitted on 22/08/2023. * Karen McBride took part in silver award training 31/08/2023. * RSS bronze award received 12/09/2023. * Lisa Reid to take over lead of RSS with Karen McBride still having a strategic overview. | |  |
| **Final evaluation:** | | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Creativity**  Develop pedagogy, resources and learning environments in order to maximise opportunities to support children’s creativity. By May 2024 almost all children in Primary 4-7 will feel that the school supports them to become more confident, most children in Primary 4-7 and almost all in Primary 1-3 will enjoy learning and feel happy in school. Most children will feel that they are creative. |
| Person(s) Responsible  Who will be leading the improvement? | Kate Watt (Head Teacher) | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:**   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; | | **NIF Drivers:**   1. Teacher and Practitioner Professionalism 2. Curriculum and assessment | | | |
| **NLC Priority:**   1. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing   Improved outcomes for vulnerable groups | | **QIs:**  1.1: Self-evaluation for self-improvement  1.3: Leadership of change  2.2: Curriculum  3.1: Ensuring wellbeing, equality and inclusion | | | |
| **PEF Intervention:**   1. Social and emotional wellbeing. 2. Promoting high quality learning experiences. 3. Differentiated support 4. Using evidence and data. 5. Employability and skills development. | | **Developing in Faith/UNCRC:**  Article 13 - freedom of expression – *suggested by RRS committee*  Article 15 – freedom of association – *suggested by RRS committee*  Article 29 goals of education – *suggested by RRS committee*  Article 31 – leisure, play and culture – *suggested by RRS committee* | | | |
| 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?  “The application of creativity skills as children and young people grow and develop skills for learning, life and work is particularly important. Creativity skills help children and young people not just to understand their world, but be sufficiently equipped to influence its shape and to exercise control over their interactions with it.”  *Creativity Across Learning 3-18, Education Scotland 2013*  “At present, creativity plays a key role across the education recovery agenda and it is so important that every child in Scotland gets the chance to find, use and develop their creativity through learning.”  HM Chief inspector and Chief Executive of Education Scotland, Gayle Gorman, 2021  “Learners spoke of wanting to learn things, and young children responded about liking learning that was “fun”. We heard about the importance of the joy of learning and igniting a love of learning for children and young people to be creative, curious lifelong learners.”  *All Learners in Scotland Matter: The National Discussion on Education, May 2023*  Observations during session 2022/2023 showed that there were opportunities for lessons to become more engaging for children and to have the children more actively involved in the planning and direction of learning. Learner conversations showed that children could have increased opportunities for personalisation and choice within their learning.  Data from the end of session questionnaires showed that most children in Primary 4-7 feel that the school supports them to become more confident and the majority of Primary 4-7 pupils and most Primary 1-3 pupils enjoy learning and feel happy in school. We would like to improve these figures. | | | | | |
| **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) |  |  |
| **2.1**  All children will have the opportunity to develop their creative skills through a well-resourced, progressive Art and Design curriculum. | * Create a whole school programme for the teaching of Art and Design. * Purchase additional resources where necessary. | | * Planning and evaluation will show use of the programme. * Learning discussions will show that children have the opportunity to explore a range of stimuli, techniques and materials. |  |  |
| **2.2**  All children will have the opportunity to develop their creative skills through a well-resourced, progressive Music curriculum. | * Create a whole school programme for the teaching of Music. * Purchase additional resources where necessary. | | * Planning and evaluation will show use of the programme. * Learning discussions will show that children have the opportunity to explore a range of musical genres and instruments. |  |  |
| **2.3**  Children in Primary 2 and 3 classes will have increased opportunities to learn through play. | * Seek advice from other establishments re planning. * Purchase additional resources. | | * Data from staff questionnaires and professional dialogue will show in increase in staff knowledge, understanding and confidence. |  |  |
| **2.4**  Children in all stages will have the opportunity to take part in a range of progressive and creative outdoor learning experiences. | * Continue to seek support, from NLC, for Parent Council to redevelop outdoor space. * Confirm plans for the outdoor space. * Arrange for the repair of existing structures. | | * Observations will show the re-development of the outdoor space. |  |  |
| **2.5**  Creativity will be encouraged and developed in most areas of the curriculum. | * Staff training to take place in order to increase knowledge and understanding of creativity and how the skills can be taught. * julia.fenby@educationscotland.gsi.gov.uk, mcarthurd@northlan.gov.uk to be contacted for support. | | * Data from staff questionnaires and professional dialogue will show in increase in staff knowledge, understanding and confidence. |  |  |
| **Final evaluation:** | | | | | |

**nOrth Lanarkshire Council**

**PEF ALLOCATION:** £101,675

**Education & FAMILIES**

**EQUITY PLAN 2023-24**

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| **Rationale for EQUITY (PEF) plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression. |
| **Numeracy** | **Acting DHT**  *(enhanced post August 2023 – June 2024)*  *Cost TBC* | * 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. | * The majority of children, across all stages will be on track to achieve CfE Numeracy levels. * Particular focus will be on children on Primary 4, Primary 6 and Primary 7 where the majority of children are *not* on track. | * YARC and PM Benchmarking assessments will help to form professional judgment data. * Professional judgement tracking, updated at the end of every term, will be used to measure impact. |
| **Numeracy**  **(and Literacy)** | **3 FTE**  *1.5FTE NLC match funding*  *Cost TBC* | * 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. | * The majority of children, across all stages will be on track to achieve CfE Numeracy levels. * Particular focus will be on children on Primary 4, Primary 6 and Primary 7 where the majority of children are *not* on track. * The majority of children, across all stages will be on track to achieve CfE Literacy levels. * Particular focus will be on children on Primary 3 Writing, where the majority of children are *not* on track, Primary 3 and Primary 7 Reading and Primary 5 Writing, where there is a poverty related attainment gap. | * YARC, PM Benchmarking and MALT assessments will help to form professional judgment data. * Professional judgement tracking, updated at the end of every term, will be used to measure impact. |
| **Numeracy**  **(and Literacy)** | **PIPS Assessments**  *Cost TBC* | * PIPS assessments will be completed by all Primary 1 pupils in August and June in order to identify next steps and measure progress. | * Data will provide information which will allow improvement in attainment over the course of the session.to be measured. * Data will be compared with previous year’s in order to help evaluate the impact of increased opportunities for learning through play. | * Analysis of PIPS data |
| **Numeracy**  **(and Literacy)** | **Laptops/iPads**  *Cost TBC* | * Provide enough devices so that digital technologies can be embedded in all areas of the curriculum. | * Digital technologies will be used effectively to enhance learning and teaching. | * Medium Term Planning * Audits |
| **Creativity** | **Outdoor Learning Resources**  *Cost TBC* | * Purchase of a variety of resources to enhance outdoor learning e.g. loose parts, gardening tools etc. | * All pupils will have access to well-planned and resources outdoor learning. | * Observations * Audits |