North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plans

Session 2024-25

School:	Kilsyth Academy
Cluster:	Kilsyth
Head Teacher:	Robbie Dempsey

Improvement Plan Summary	
Cluster Priority:	Attendance
School Priority 1:	Improve learning, teaching and assessment
School Priority 2:	Creating conditions for pupils to thrive
Nursery Class Priority:	

Education and Families Priorities

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

2

Equity - Closing the attainment gap between the most and least disadvantaged children and young people.

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

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

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.

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.

School Vision and Values

Kilsyth Academy looking forward, looking FAR with FAIRNESS, AMBITION and RESPECT.

Fairness, empathy and understanding to ensure equity for all.
Ambition for all our young people to reach their potential and succeed.
Respect for ourselves and others within an inclusive learning environment.

Preparing our young people with the skills required for their bright future in a dynamic and changing world.

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)

Feedback from parents/carers in surveys and at Parent Council meetings.

Observations of pupils in class and through discussion with pupils.

2024-25 Improvement Plan

Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**By the end of session 2025 All schools will have implemented the new NLC Attendance Policy and almost all schools will have increased the attendance of the pupils sitting in the 60-80% bracket thus improving pupil attendance overall.**
Person(s) Responsible Who will be leading the improvement?	

(Please insert the relevant information below using the codes above)	
NIF Priority: 2	**NIF Driver: 2**
NLC Priority: 1, 2 , 3, 4, 5.	**QI:3.1**
PEF Intervention:1, 2, ,3 7, 9, 10, 12	**Developing in Faith/UNCRC:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?

Promoting positive attendance is an NL stretch aim and remains a national priority. Through careful monitoring and tracking of attendance rates in schools, it is evident that some children and young people require targeted support to facilitate more regular attendance at school. Last session the priority was to focus upon putting in place bespoke packages for targeted pupils with attendance below 70%. This session our priority is to target our 60 – 80% attendance pupils and looking deeper into the intelligence around the factors/reasons for reduced attendance amongst the range of pupils.

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**.

New NLC Attendance Policy

School specific meetings with parents

Cluster Planning for Wellbeing Meetings

Health and wellbeing community funding – to support targeted therapeutic intervention.

CST to provide expertise, learning and teaching. Access to Wellbeing APP to help develop Wellbeing Plans.

Season's for Growth (& associate resources)

Resources for HUB (based on young people's interests)

Living Life to the Full. CST to train.

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)		
By Oct 2024 ALL cluster schools will have a greater understanding of the pupil profile and factors giving rise to reduced attendance in the 60 – 80% bracket	SLT will gather and collate data intelligence of the following areas to analysis SIMD? Gender? Year Groups? Holidays? Barriers to attendance? Other Factors	**Attendance Data** **Year Group data** **Pupils Views** **Parent Views**		
By Oct 2024 ALL cluster schools will have a better understanding of effective practice to support young peoples' attendance in school	SLT to gather effective practise to share between cluster schools Cluster will create a good practice guide for increasing attendance in schools	**Pupil Pre and Post views** **Parent pre and Post Views** **Staff Pre and Post Views**		
By October 2024 cluster will have implemented the procedures in the new NLC policy	School will implement the new NLC Attendance Policy, Each school will use the new letters to parents, seemis codes	**New Policy in place in ALL schools** **New SEEMIS codes being used in ALL schools** **New Letters to parents being used in ALL schools**		
By Dec 2024 cluster will have implemented good practice guide in ALL schools and with ALMOST ALL pupils in the targeted 60-80% bracket	Working with parents Working with pupils Bespoke packages Adjustments made to curriculum, environment and other factors dependent upon feedback from pupils as to barriers to attendance	**Attendance data amongst 60 – 80% attendance bracket**		
By April 2024 attendance of majority of target pupils in 60-80% bracket will have increased to the 70-90% bracket	SLT in each school with track and gather attendance data intelligence	**Pre and Post Attendance Data** **SIMD Attendance Data – impact upon the gap between Q1 and Q5** **Pre and Post Pupils Views** **Pre and Post Parent Views** **Pre and Post Staff Views**		
Final evaluation (for submission):				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Improve learning, teaching and assessment. **1.1 By June 2025, almost all lessons will be consistent with the principles of the Kilsyth Academy Learning and Teaching Charter.** **1.2 By June 2025, all staff will report increased confidence in The Moderation Cycle and have engaged in activities designed to develop their understanding of assessment of a level, including moderation activities with other schools.** **1.3 By June 2025, the majority of lessons will make reference to the development of meta-skills, and there will be a tracking system for pupils' skill development.** **1.4 By June 2025, more outdoor learning experiences will be available to pupils.**
Person(s) Responsible Who will be leading the improvement?	**1.1 – PF / RD** **1.2 CK** **1.3 GMcK / RD** **1.4 DP** **1.5 SC**

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 3, 4, 5.	**NIF Driver: 1, 2, 4 , 5, 6.**
NLC Priority:1, 2, 3, 4, 5	**QI: 1.3 2.3 3.2 3.1**
PEF Intervention: 4, 5, 6, 7, 10, 11 ,12.	**Developing in Faith/UNCRC:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?

- The quality and consistency of learning and teaching is fundamental to the success of our pupils.
- We are moving into Year Two of The Small Schools Collaborative Moderation Programme. Prior to this there was no evidence of moderation in the BGE across the cluster or with other secondary schools.
- Metaskills have been launched but they are not yet fully embedded and tracked.
- Curriculum review has indicated that there are opportunities to increase the use made of the local area as a context for learning.

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 linked to L and T Charter**
- **Involvement with Small Schools Collaborative- consultancy and running costs**

- **Resources for Outdoor Learning**

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 Increased quality and consistency of learning and teaching	Develop teachers' professional skills through collaborative professional learning, including our Trios.	**Pupil Voice** **Teacher Voice** **Learning Visits**		
1.2 Improved approaches to learning, teaching and assessment, including timely interventions and use of assessments to inform planning.	Moderation work with three other schools as part of the Small Schools Collaborative.	**BGE Tracking** **ACEL Data** **Teacher Voice** **Moderation Records**		
1.3 Pupils will have increased awareness of the skills they are developing and their importance.	Work led by DYW working group to develop a shared understanding of metaskills and how these can be shared in lessons. PT DYW will implement a system where pupils can evaluate and record their skills development.	**Leaning Visits** **Pupil Voice** **Teacher Voice** **Pupils' metaskills records**		
1.4 Pupils will experience more outdoor learning opportunities.	Outdoor Learning Working Group will identify opportunities in curriculum for Outdoor Learning Opportunities.	**Leaning Visits** **Pupil Voice** **Teacher Voice** **Curriculum Plans**		
Final evaluation (for submission):				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Create conditions for pupils to thrive. **2.1 At the end of the session, a higher percentage of leavers will enter sustained positive destinations.** **2.2 By June 2025, the principles of Promoting Positive Relationships and Understanding Distressed Behaviour will be further developed.** **2.3 By August 2025, almost all S4 pupils will achieve a minimum of 5 or more level 3 qualifications.** **2.4 By June 2025, all pupils will have the opportunity to participate in leadership opportunities.** **2.5 By June 2025, almost all pupils report that they feel valued and respected, and that their efforts are recognised.**
Person(s) Responsible Who will be leading the improvement?	

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 2, 3, 4, 5	**NIF Driver: 1, 2, 3, 4, 5, 6.**
NLC Priority: 1, 2, 3, 4, 5	**QI:1.3, 2.3, 3.2 , 3.1**
PEF Intervention: 2, 3, 4, 5, 6 , 7, 8 , 10, 11, 12.	**Developing in Faith/UNCRC:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?

2.1 The percentage of school leavers in a positive destination has been below the Virtual Comparator for the last two years.

2.2 Exclusions increased last session.

2.3 In two of the last four years, this has been below 90%.

2.4 In recent years, there have not been widespread leadership opportunities for all pupils.

2.5 Pupils, parents and staff have requested clarity about the awards system.

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**.

- **Professional reading for working group – books, CLPL (cost TBC)**
- **Match funded PEF post – SfL teacher**
- **PEF PT1**
- **Pupil interventions (PEF spend)**

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 More young people in sustained positive destinations	Careful tracking of young people at risk of not achieving a positive destination. Partnership working with SDS and other agencies.	**SDS Data** **Insight Destinations Data**		
2.2 Even more young people will engage positively in their learning and other aspects of school life	Review of PPRUDB policy Partnership working to provide appropriate supports. Continue to develop our nurturing approaches and understanding of trauma informed practice. Develop our shared understanding of de-escalation strategies and embed these in our day-to-day practice.	**Learning Visits** **Referrals** **Exclusions**		
2.3 More young people will be equipped to access a wider range of opportunities after S4 due to having a chieved a minimum of five qualifications.	Early identifications and interventions for pupils at risk of not achieving five qualifications. Bespoke curriculum where required Support from PT Inclusion	**Tracking data** **Insight Data**		
2.4 Pupils will develop skills and confidence. Pupils will also enhance the life and ethos of the school through their leadership work.	Re-establish pupil councils and pupil working groups Introduction of specific leadership opportunities for each year group	**Pupil Surveys** **Pupil Focus Groups**		
2.5 Pupils feel valued and respected, and that their efforts are recognised.	Use of STAR awards and other merit systems Celebration of effort and achievement	**Pupil Surveys** **Pupil Focus Groups** **SEEMIS data**		
Final evaluation (for submission):				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	
Person(s) Responsible Who will be leading the improvement?	

(Please insert the relevant information below using the codes above)		
NIF Priority:		**NIF Driver:**
NLC Priority:		**QI:**
PEF Intervention:		**Developing in Faith/UNCRC:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:		
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?		
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)		
Final evaluation (for submission):				

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2024-25
(Internal recording; random sampling of PEF/Equity Plans
will continue throughout the session).

North **Lanarkshire** Council

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.
2.3 By August 2025, almost all S4 pupils will achieve a minimum of 5 or more Level 3 qualifications.		**2.3 In 2023, 70.83% of FSM pupils in S4 achieved 5 or more Level 3 qualifications. This was 92.41% for other pupils.** **In 2023, 72.73% of pupils from SIMD Quintile 1 in S4 achieved 5 or more Level 3 qualifications. This was 86.41% for other pupils.**	**2. 3 Our PEF funded PT Inclusion will work with targeted pupils to help them achieve a minimum of five qualifications at Level Three before the end of S4.**	**2.3 - Tracking data, Insight data, pupil surveys and focus groups.**
C.1 Cluster Priority of improving attendance		**C.1 Pupils from groups more likely impacted by poverty have lower attendance than their peers.**	**C.1 Increased attendance of targeted pupils, particularly those in the 60%-80% bracket. PEF funding will be used to support Nurture, Soft Start and bespoke HWB interventions.**	**C.1 Attendance data on SEEMIS**
2.2 The principles of Promoting Positive Relationships and Understanding Distressed Behaviour will be further developed.		**2.2 Pupils from groups more likely impacted by poverty have higher rates of referrals and exclusions than their peers.**	**2.2 Increased engagement, positive behaviour and reduced referrals and exclusions for targeted pupils. PEF funding will be used to support Nurture, Soft Start and bespoke HWB interventions.**	**2.2 Learning Visits, pupil focus groups, referrals and exclusion data.**

2.1 At the end of the session, a higher percentage of leavers will enter sustained positive destinations.		**2.1 In 2023, 85.71% of FSM pupils classed as school leavers were in a positive destination. This was 95.06% for other pupils.** **89.29% of pupils from SIMD Quintile One classed as school leavers were in a positive destination. This was 94.6% for other pupils.**	**2.1 PEF Funded PT Inclusion will increase the qualifications obtained by targeted pupils and will support them in identifying appropriate destinations.**	**2.1 SDS Data** **Insight Data**

Appendix 1:

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

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing;

Article 10 - family reunification
Article 11 - abduction and non-return of children
Article 12 - respect for the views of the child
Article 13 - freedom of expression
Article 14 - freedom of thought, belief and religion
Article 15 - freedom of association
Article 16 - right to privacy
Article 17 - access to information from the media
Article 18 - parental responsibilities and state assistance
Article 19 - protection from violence, abuse and neglect
Article 20 - children unable to live with their family
Article 21 – adoption
Article 22 - refugee children
Article 23 - children with a disability
Article 24 - health and health services
Article 25 - review of treatment in care
Article 26 - social security
Article 27 - adequate standard of living
Article 28 - right to education
Article 29 - goals of education
Article 30 - children from minority or indigenous groups
Article 31 - leisure, play and culture
Article 32 - child labour
Article 33 - drug abuse
Article 34 -sexual exploitation
Article 35 - abduction, sale and trafficking
Article 36 - other forms of exploitation
Article 37 - inhumane treatment and detention
Article 38 - war and armed conflicts
Article 39 - recovery from trauma and reintegration
Article 40 - juvenile justice
Article 41 - respect for higher national standards
Article 42 - knowledge of rights

2.5: Family learning
2.6: Transitions
2.7: Partnerships
3.1: Ensuring wellbeing, equality and   inclusion
3.2: Raising attainment and achievement
3.3: Increasing creativity and employability
Specific to HGIOELC
3.2: Securing children's progress
3.3: Developing creativity and skills for life

PEF INTERVENTIONS
1. Early intervention and prevention
2. Social and emotional wellbeing
3. Promoting healthy lifestyles
4. Targeted approaches to literacy and numeracy
5. Promoting a high quality learning experience
6. Differentiated support
7. Using evidence and data
8. Employability and skills development
9. Engaging beyond the school
10. Partnership working
11. Professional learning and leadership
12. Research and evaluation to monitor impact

Education and Families Priorities
1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
5. Improved outcomes for vulnerable groups

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

Developing In Faith
Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.