North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plans

Session 2024-25

School:	Mossend PS and NC
Cluster:	Bellshill Academy Cluster
Head Teacher:	Tracey McCulloch

Cluster Priority 1:	By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.
Cluster Priority 2:	By the end of session 2024/2025, all learners will benefit from a more inclusive approach to improve health and wellbeing, with identified learners accessing additional and intensive cluster supports to address the equity gap.
Establishment Priority 1:	All learners will benefit from high quality approaches to learning and teaching with a focus on effective pedagogy, as evidenced in improved attainment over time in Literacy and Numeracy.
Establishment Priority 2:	By June 2025, all learners will demonstrate increased engagement in school life through curricular experiences which support joyful learning, build confidence and equip every child to be successful and to contribute in their life, work, and world.
Establishment Priority 3:	By March 2025, all staff will have increased their understanding of potential barriers faced by learners and all learners will benefit from improved emotional wellbeing.
Improvement Plan Summary	

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

As a result of a review and refresh of the establishment Vision and Values, including the undertaking of a SWOT and PESTLE analysis, almost all stakeholders agreed that they felt the vision and values were still highly relevant to the context and were well elucidated in the day-to-day interactions of staff and pupils. Therefore, for session 24/25 our vision and values will remain as follows, and will continue to become further embedded into the life of all children across the establishment:

Our Vision **"Where Stars Shine Brighter"**

Our Values: **Honest   Creative   Aspirational   Respectful   Welcoming   Caring**

During session 23/24, as a result of work carried out alongside stakeholders during the previous session, the following Curriculum Rationale draft was formally launched. For session 24/25, the establishment will work to ensure that this rationale is embedded throughout the curriculum, ensuring that staff use the local area effectively as a stimulus and context for learning.

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)

Our pupil 'Wee HGIOS' group was re-established in session 22/23. In session 23/24, a member of the Senior Leadership Team consulted all children on 5 themes which included, Relationships, Learning and Teaching, Our Schools and Community, Health and Wellbeing, and our Successes and Achievements. Following feedback from the group, all learners were given the opportunity to participate in educational outings. Through Pupil Learning Conversations with the Senior Leadership Team, some learners have told us they are being given more choice in leading their own learning and engaging in more relevant IDL topics.

Reading Champions were consulted and involved in setting up an accessible to all school library. All pupils continue to be consulted on what they would like to read for pleasure. A pupil-led library club runs every week, and children's views are sought and acted on. All children within the school, who were at risk of missing out, were offered a place at after school 'Forest School'.

A cross-country club was established at the request of a group of children. As a result of this club, self-esteem and confidence has been exemplified by all members.

Our Digital Leaders have promoted and supported other members of the school community to use technology within the classroom across all stages. Digital Leaders were given the opportunity to organise and deliver digital clubs, tailored to the pupils' interests. These clubs were delivered across a majority of stages within the school. They also helped to gather stakeholder views with digital surveys during parent consultation evenings. Ten of our Digital Leaders were also involved in a Digital Intergenerational Project with the Digital School where they got to share their knowledge of technology to help upskill some senior members of our local community. An area they have identified the school to work on is around the lack of technology being used by teachers in the class.

All stakeholders have also continued to be consulted through a variety of digital platforms.

All Parents/Carers were digitally consulted on Quality Indicator 2.6 (transitions). Almost all agreed that children were supported so that both their learning and social and emotional needs are addressed. Almost all agreed that our transition arrangements are effective in raising attainment of children. Almost all agreed that our curriculum provides opportunities for support and induction into the next phase of learning.

All Parents/Carers were consulted on Quality Indicator 3.1 (wellbeing, equity and inclusion). Almost all parents agreed that staff at Mossend ensure all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Almost all parents agreed that staff create an inclusive learning environment for all children.

Parents/Carers were consulted on staggered entry and exit times. As a result of this, the decision was made to continue with staggered entry and exit arrangements for session 24/25.

2024-25 Improvement Plan

Cluster Priority: Long Term Outcome 1 What do you hope to achieve? What is going to change? For whom? By how much? By When?	By the end of session 2024/25, all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning
Person(s) Responsible Who will be leading the improvement?	Tracey McCulloch (CC)/Carrie McCormack (CIIL)/Cluster Head Teachers and staff

(Please insert the relevant information below using the codes above)	
NIF Priority: • 4 – Improvement in skills and sustained, positive school leaver destinations for all young people	NIF Driver: • 2 – Teacher and Practitioner Professionalism
NLC Priority: • 5 – Improved outcomes for vulnerable groups	QI: • 3.1 - Ensuring wellbeing, equality and inclusion
PEF Intervention:	Developing in Faith/UNCRC: • Article 28 – Right to 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?

Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.

Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.

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**.

No financial impact on establishments

- A "train the trainer" model will ensure key staff within the cluster are able to deliver presentations and support establishments in achieving the award. NL Virtual School Principal Teacher (Acting) will facilitate information sessions and training for CIILs and nominated staff
- All resources are free and have been designed to be used in any educational setting through a flexible approach, for example, as whole establishment training, personal professional learning as part of CLPL or induction training for new staff
- Professional Learning sessions to support successful implementation of the Keeping the Promise Award programme are available via the Education Scotland website and through The Promise Glow Tile
- Schools will be required to allocate time to enable staff to participate in training session and complete the e-learning module

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 June 2025 all learners will benefit from all staff having an increased awareness of The Promise GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster	Cluster Chair will have attended an information session on the award by the end of August 2024 Cluster Chair/CIIL will complete and return information on their specific plan for delivery within own cluster by the end of August 2024 CIIL or nominated staff member will have participated in two half day training sessions by end of September 2024 All staff will have participated in presentations sessions one and two of the Keeping the Promise Award by February 2025 Most staff will have completed e-learning module June 2025 Majority of schools in the cluster will achieve the Keeping the Promise Award by June 2025	Quantitative Evaluation will be completed on conclusion of training Recording and reporting of number of staff attending training sessions Percentage of staff completing e-learning module (I Promise Award) UNCRC Awards Outcome Measures Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions Outcomes Star information Qualitative Case studies Anecdotal evidence Views or feedback from children, young people and their families		

Final evaluation:

2024-25 Improvement Plan

Cluster Priority: Long Term Outcome 2 What do you hope to achieve? What is going to change? For whom? By how much? By When?	By the end of session 24/25, all learners will benefit from a more inclusive approach to improve health and wellbeing, with identified learners accessing additional and intensive cluster supports to address the equity gap.
Person(s) Responsible Who will be leading the improvement?	Tracey McCulloch, Cluster Chair; Carrie McCormack, CIIL; Cluster Head Teachers and Staff; Cluster Support Teachers – Lynne Dobbie, Consuella Gallacher; Family Engagement Support Assistant, Ann Crilly; Digital Champion, Cameron Quinn

(Please insert the relevant information below using the codes above)	
NIF Priority: • 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	**NIF Driver:** • 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	**QI:** • 1.1: Self-evaluation for self-improvement • 1.3: Leadership of change • 1.5: Management of resources to promote equity • 2.3: Learning teaching and assessment • 2.4: Personalised support • 2.6: Transitions • 2.7: Partnerships • 3.1: Ensuring wellbeing, equality and inclusion • 3.2: Raising attainment and achievement
PEF Intervention: • 1 - Early intervention and prevention • 2 - Social and emotional wellbeing • 4 - Targeted approaches to literacy and numeracy • 5 - Promoting a high-quality learning experience • 7 - Using evidence and data	**Developing in Faith/UNCRC:** • Article 3 – best interests of the child • Article 12 – respect for the views of the child • Article 18 – parental responsibilities and state assistance • Article 19 – protection from violence, abuse and neglect • Article 24 – health and health services

• 10 - Partnership Working • 11 - Professional learning and leadership	• Article 28 – right to education • Article 39 – recovery from trauma and reintegration

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

- In session 23/24, the cluster aim was to increase combined attendance by at least 2%, from 90%, through a pilot attendance project focus. Data from May 2024 indicates that the cluster combined have increase attendance by 0.1% to 90.1%, although a marginal gain, this still falls short of the target by 1.9%. As such attendance will remain a key priority for session 24/25
- ACEL data captured in May 24 demonstrated that Writing attainment still remains a concern across the majority of cluster schools, predominantly at the P4 stage. Staff evaluations from moderation work during session 23/34 indicated that all staff involved found it beneficial to work collaboratively and captured that all staff wished to continue this. For session 24/25 all cluster school will work collaboratively with a continued focus on key aspects of The Moderation Cycle to raise attainment in writing

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**.

No financial implications for establishments
- All schools will allocate time to work in collaboration through The Working Time Agreement
- All key Empowering Cluster staff will dedicate time to attending all cluster meetings, and planning for children's wellbeing meetings as required
- All key Empowering Cluster staff will retain their responsibilities to the plan and in ensuring consistent representation at agreed meetings

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 June 2025, improve attendance by at least 5% of 60 children across the cluster whose attendance rate falls between 75%-85% (10 children to be identified in each cluster school)	• All schools will implement the refreshed NLC Attendance Policy from August 2024 • With improved consistency in working alongside the CIIL, each cluster school will identify around 10 children whose attendance was between 75%-85% in session 2022-2023	• Monthly tracking of groups of children identified by each school with CIIL • Pre and post health and wellbeing questions will be used with learners to identify potential barriers		

	• Head Teachers and CIIL will identify potential causes for low attendance and identify support from resources within the cluster or Third Sector support • Greater consistency and improved representation from all agencies will be evidenced in minutes of Planning for Children's Wellbeing meetings • Across the year, CIIL and Cluster Head Teachers will monitor attendance rates, share good practice and identify universal strategies that can be used to address any gaps. This will be recorded by the CIIL as part of monthly wellbeing meetings with Head Teachers • Tannochside PS/Mossend will undertake an attendance test of change and action research on attendance, these schools will provide regular updates to the cluster group	• Discussion around effective strategies will be discussed at monthly cluster meetings • Use of Outcome Star (one sample child) • CIIL will keep overview of combined attendance data and provide updates		

All staff across the cluster will have a clearer understanding of the planning for high quality teaching, learning and assessment	• All practitioners, including CSTs and CATs will further develop knowledge and confidence in the use of the authority's progression frameworks in literacy and numeracy, but with a particularly focus on literacy. These will be used in conjunction with The Moderation Cycle to plan high quality learning, teaching and assessment through moderation activities • All practitioners will participate in cluster moderation activities identified in annual calendar. As a result, all staff will have an enhanced understanding of standards and progression of learning • ACEL data across the BGE will be discussed at each Cluster Meeting to identify any trends and support required • SNSA data to be used to identify any trends or gaps in attainment that can be used to inform learning and teaching at third level	• Evidence of high-quality teaching, learning and assessment activities utilising progression frameworks • Evaluation of moderation activities. Dates agreed as follows: Wednesday 30th October (twilight – allow 2 hrs in WTA, 3.30pm – 4.30pm), Monday 18th November (In-set day, 1pm – 3pm), Wednesday 14th February (In-set day, 9am – 11am), Thursday 25th April 2024 (twilight – allow 2 hours in WTA, 3.30pm – 4.30pm). • Greater accuracy in TPJ leading to increase in ACEL data • Improvement in transition across second and third level		
All staff will participate in collaborative learning opportunities linked to developing key school priorities including: • Increased use of Digital Tools to	• Cluster Chair and CIIL will work with HTs to identify programme of work to be facilitated through Digital and Virtual Classroom. Working with the DPPs and Pedagogy Practitioners.	• Evaluations from Pupil Focus groups • Improvement in learners' experiences in early level e.g. improvement in Leuven scales of engagement, Literacy assessments		

support more able children and facilitate collaborative learning and teaching • Continue to develop play pedagogy at early level through cluster working group led by DHT from Tannochside • Continue to develop transition approaches from P5 – P7	• Early Level Play working party to continue to develop approaches to play/inquiry-based learning at early level. This will include: 1) Clear overview of what IDL looks like at the early stage based on research from Education Scotland. 2) Agree planning format for IDL and ways to track progress. 3) Have clear evidence that approach is making an impact on learning, teaching and assessment. • CC and DHT (BA) to refine procedures for enhanced P6 and P7 transition and to establish new programme for P5 in line with NLC Transition Policy	including POLAAR and Early YARC • Clear overview of early level provision based on principles of Realising the Ambition • Programme of masterclasses and pre and post pupil questionnaires • Evidence of high-quality learning experiences across primary/secondary for project-based learning		

Final evaluation:

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	All learners will benefit from high quality approaches to learning and teaching with a focus on effective pedagogy, as evidenced in improved attainment over time in Literacy and Numeracy.
Person(s) Responsible Who will be leading the improvement?	Hannah Smith, Vicky Cole, Tracey McCulloch and All Staff

(Please insert the relevant information below using the codes above)	
NIF Priority • 5 - Improvement in attainment, particularly in literacy and numeracy • 3 - Closing the attainment gap between the most and least disadvantaged children and young people	**NIF Driver** • 4 - Curriculum and Assessment
NLC Priority	**QI**

• 1 - Improvement in attainment, particularly literacy and numeracy	• 2.2 - Curriculum • 2.3 - Learning, Teaching and Assessment • 3.2 - Raising attainment and achievement
PEF Intervention • 4 - Targeted approaches to literacy and numeracy • 5 - Promoting a high-quality learning experience	**Developing in Faith/UNCRC** • 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?

At the end of session 23/24, data analysed demonstrated a need for the establishment to continue its journey to develop improved pedagogical practice and to improve sustainability. School self-evaluation of QI 2.3 Learning, Teaching and Assessment remained at satisfactory, and ACEL data demonstrated a decrease in attainment in almost all areas of the school. Improved practices for measuring the poverty-related attainment gap between Q1 and NLC Q5 shows a gap in combined Literacy at P1, 4 and 7 of 12.1%, and in combined Numeracy at 20.7%.

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**.

• Additional Staffing PEF Match Fund, £94, 656

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All learners will develop their critical thinking skills allowing them to apply this to real life situations	• All teaching staff will enhance their knowledge on critical thinking strategies including Blooms Taxonomy, 6 Thinking Hats and Hinge Questions • All staff will engage in processes which facilitate the collegiate planning and	• Pre and post CLPL questionnaires will demonstrate increased confidence in the knowledge of critical thinking skills in all staff • Effective questioning will be evidenced in the planning and observations of all staff		

All learners will participate in effective questioning throughout lessons to ensure challenge and inclusion	moderation of effective questioning • All staff will embed critical thinking strategies across Literacy, Numeracy and through Interdisciplinary learning • All staff will participate in a refresher of AiFL strategies and techniques	• All SLT observations and learner conversations will evidence increased pace and challenge for all learners • Almost all SLT observations and learner conversations will evidence a range of AiFL techniques that ensure staff are confidently questioning children, including those with ASN		
By May 2025, our combined literacy data at P1, P4 and P7 will show an increase of 5.7% to 72.7%, in line with the national average By May 2025, our combined numeracy data at P1, P4 and P7 will show an increase of 6.6% to 79.6%, in line with the national average	• All staff will have a rich understanding of their learners' context and attainment over time through improved transition processes, and deeper analysis of Class and School on a Page • All staff will engage in dialogue and moderation with stage partners to ensure that attainment data confidently supports TPJ • SLT will continue to refine processes for tracking and monitoring to ensure that all staff have a shared, improved and consistent practice in assessing progress • Assessment information for all learners will reflect the	• All teaching staff will have access to high-quality transition information • All teaching staff will engage termly with Class and School on a Page information to ensure all children are appropriately challenged at a suitable pace • All tracking and monitoring meetings will evidence increased staff confidence in discussions around attainment • Snapshots from progress and achievement will		

	breakdown of their attainment over time	evidence increase in attainment		
All nursery class learners will be encouraged to participate in intended learning experiences which are supported through understanding of NLC curricular progression pathways	• All staff will refer to progression pathways for Numeracy, Literacy, Computing Science and Digital Literacy	• Tracking and monitoring evidence • Evidence of intended learning will be reflected in planning • Reflections will be captured through weekly evaluations and termly evaluations		

Final evaluation:

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	By June 2025, all learners will demonstrate increased engagement in school life through curricular experiences which support joyful learning, build confidence and equip every child to be successful and to contribute in their life, work, and world.
Person(s) Responsible Who will be leading the improvement?	Shanice Lamont, Carly Weir, Nicola Brownlie and all staff

(Please insert the relevant information below using the codes above)	
NIF Priority: • 2 - Improvement in children and young people's health and wellbeing.	**NIF Driver:** • 3 - Parent/Carer Involvement and Engagement • 4 - Curriculum and Assessment
NLC Priority: • 3 - Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	**QI:** • 2.3 - Learning teaching and assessment • 3.1 - Ensuring wellbeing, equality and inclusion

• 4 - Improvement in employability skills and sustained, positive school leaver destinations for all young people • 5 - Improved outcomes for vulnerable groups	

PEF Intervention:	Developing in Faith/UNCRC:
• 2 - Social and emotional wellbeing • 5 - Promoting a high-quality learning experience • 7 - Using evidence and data • 11 - Professional learning and leadership	• Article 3 - best interests of the child • Article 12 - respect for the views of the child • Article 28 - right to 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?

For the second consecutive year, the establishment has managed to maintain exclusions at 0% through an intensive alternative curriculum offer for children with additional support needs. Taking cognisance of considering sustainability over the next few years, and in analysing school-based data on the increasing number of children with additional support needs per stage, and the correlation of this with attendance and performance information, Self-evaluation and observation carried out in session 23-24 indicated that some resources were limited in the Nursery class environment. Learner voice indicated a need to improve resources within the Nursery. The establishment now needs to improve its universal curriculum provision to increase engagement for all learners.

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**.

• £15,000 from school budget to enhance digital resources

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All learners, including those with ASN, will access a diverse IDL curriculum which is unique and relevant to our context in Mossend	• All staff will have a rich understanding of the GIRFEC process through a refresh of policy • All stakeholders will be consulted on our current curriculum and will further engage with our curriculum	• Wee HGIOS pupil group consultation • Staff self-evaluation using HGIOS 4 and HGIOELC • Parents consultation using Glow Forms and Parental focus groups		

Learners will access a range of technologies routinely through an IDL curriculum which incorporates digital technologies.	• rationale, with a focus on IDL • All staff will be supported to look inwards and to look outwards with a focus on good practice on engaging learners and developing skills • A core staff team will devise a framework for teaching IDL in Mossend • Curriculum flexibility for individuals and groups of children (alternative curriculum) • Digital leaders will be supported to ensure current and new resources are updated with relevant software • A staff refresh of digital progression pathways will be undertaken to ensure that skills are planned for and taught and then applied during IDL lessons	• Classroom observations • Learner conversations • Attainment information • All software up to date and current • Lesson observations • Learner conversations • Examples of pupil's work		
All learners will be aware of national and global issues through working towards Silver Rights Respecting School status	• A Rights Steering Group to be established comprising of representatives of the whole school community to develop and deliver the Right's Respecting action plan. • Staff will establish UNCRC membership and attend RRSA Achieving Silver training course	• Class charters to be displayed in all classrooms, including the Nursery Class • Circle observations in all classes • Learner conversations		

All learners will benefit from the implementation of the Career Education Standard to allow them to make informed decisions about future pathways	• All Staff will attend an information session during August in-service day • During weekly assemblies planned time will be given to spread knowledge and awareness of rights • All staff will plan to incorporate CRC links into the curriculum • All staff will engage with the Career Education Standard to develop their understanding of their role in Career Education • Consult all stakeholders, strengthen links with partners and community employers to support and enrich opportunities for learners • All staff will be supported to look inwards and to look outwards with a focus on good practice on learning about the world of work, job opportunities and skills required • Collaborative work with Secondary school to gain knowledge and understanding on destinations for learners and share good practice and resources	• Learner conversations • Classroom observations • Learner destination statistics • Lesson plans incorporating skills • Self-Evaluation calendar • Quality assurance calendar		
All nursery class learners will have				

access to an environment which will enhance their learning experience through motivation, curiosity and engagement	• All nursery class staff will participate in self-evaluation of the environment and through the following documents: The eyes of the child, Learning Through Rights in the Early Years – Reflection and Self-Evaluation Tool and HGIOELC	• Observations of environment and learning • Consultations with learners, parents and partners.		

Final evaluation:

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	By March 2025, all staff will have increased their understanding of potential barriers faced by learners and all learners will benefit from improved emotional wellbeing
Person(s) Responsible Who will be leading the improvement?	Nicola Brownlie, Amy Hughes (Educational Psychologist), All staff

(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	NIF Driver: • 5 - School and ELC improvement • 6 - Performance Information
NLC Priority: • 5 - Improved outcomes for vulnerable groups	QI: • 3.1-Ensuring equity, wellbeing and inclusion
PEF Intervention: • 2 - Social and emotional wellbeing • 7 - Using evidence and data	Developing in Faith/UNCRC: • Article 3 - best interest of the child
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 establishment continues its journey to ensure all learners will be supported through an inclusive approach to curriculum provisions. Staff will continue to deepen their understanding of children's barriers through the intensive training of the final two nurture principles. Establishment and transition data elucidates an increased number of children across the school with an additional support need. The current average of children across the school with an additional support need is 26%, taking new intake

transition information into account, this percentage looks set to be similar for the forthcoming session. Staff observations have seen an increasing number of children requiring support over breaks and key transition times, the establishment needs to increase staff knowledge and confidence in supporting children to regulate and remain engaged with school life.

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**.

- Do Be Mindful (Year 1) (PEF) £2,000

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All learners will have their potential barriers to learning identified and be well-supported in their transitions	- Training for all staff on the final two Nurture Principles delivered by the Educational Psychologist (Language is a vital means of communication and The Importance of Transitions in Children's Lives) - Further enhanced procedures for transition in 2024-2025 - Professional dialogue during tracking and monitoring meetings will inform supports and any referrals required - Interrogation of attainment and attendance data for all Promise Children - Continue to develop tracking and monitoring system to track attainment, interventions and potential barriers to learning	- Pre and post staff evaluations - SMT classroom observations using The Circle Framework - Learner dialogue - GIRFMe Plans, minutes of GIRFMe meetings and GIRFMe evaluations - Database information		

All learners will be taught mindfulness and kindness based techniques and tools to benefit mental health and support development of emotional resilience.	• All staff will undertake and complete Year 1 learning modules on Mindfulness practices. • Whole establishment implementation mindfulness approaches and daily practice	• Pre and post staff evaluations • Completion of online learning modules for staff • Pupil observations • Learner conversations • Playground observations		

Final evaluation:

PEF ALLOCATION: £138,240

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2024-25

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. Although attainment across the school has decreased this session in comparison to last year's data, in tracking attainment over time, evidence suggests that cohorts of children are making steady progress each year. In session 23/24, the establishment modified its processes for measuring its attainment gap between its most and least deprived. To ensure data is more comparable year on year the establishment is now using NLC Q5 averages as it's measure against the school Q1 information. A careful balance of targeted interventions, based on assessment data, and improved pedagogy and consistent approaches across the school has improved attainment in Literacy over the last few years, however the attainment gap combined in P1, 4 and 7 Numeracy (20.7%) is becoming of increasing concern. PEF match funding staff will be used to create an additional class at the P5 stage where the biggest concern around attainment and the poverty-related attainment gap between Q1 and Q5 lies. PEF Funding will also facilitate a staff member to support Numeracy pedagogy across the whole school. In session 2023-2024, the establishment continued to make improvements in making improvements to health and wellbeing as evidenced in maintaining attendance data, currently 91.43%. The establishment recognises that this remains lower than historical establishment attendance data and falls at least 1.5% short of the establishment's target of 93% for this session, and so will remain a priority for the school. Free School Meal entitlement sits at 32.4%, and Clothing Grant Entitlement at 34.5%, both have increased since last session and remain above the local and national averages. This session, ten families were targeted which led to improvements in attendance in 60% of the families. Solihull approaches are embedded to work with families to ascertain and address barriers to children attending school.

Exclusions for session 2023/24 continues to remain at 0%. This has been due to the result of a bespoke curriculum pathway offer across the school which resulted in two children on part-time timetables increasing their time in school, one of which now manages on a full-time basis. School staff are committed to maintaining this level for the forthcoming session. We will continue to build on the offer of alternative curriculum pathways we can provide for children. PEF match funding staff will be used to offer an enhanced alternative curriculum.

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.
Priority 1	£94,656	To increase children's attainment through improved pedagogical practice and targeted interventions	An enhanced universal offer across the school to improve Numeracy pedagogical practice will be provided by an in-house skilled practitioner. *Hannah Smith/Shanice Lamont* Intensive support will be delivered to P2 children who have not yet achieved Early Level for Numeracy *(8 children) Nicole Wallace* Literacy Box will be delivered to a group of children from P2 who have not yet achieved Early Level for Literacy *(14 children) Nicole Wallace* Intensive support will be delivered to P4 children who are not on track yet to achieve First Level for Numeracy *(6 children) Laura Turner* Intensive support will be delivered to P4 children who are not on track yet to achieve First Level for Literacy *(13 children) Laura Turner* Intensive support will be delivered to P7 children who are not on track yet to achieve Second Level for Numeracy *(10 children) Shanice Lamont*	• Pre and post staff questionnaires • Attainment Data • Literacy and Number Box Data • NLC Supporting Children with Literacy Difficulties Assessments • PM Benchmarking • Early YARC Data • Catch Up Numeracy Assessments • Maths Recovery Assessments • MALT Assessments

			Intensive support will be delivered to P7 children who are not on track yet to achieve Second Level for Literacy *(8 children)* *Shanice Lamont*	
Priority 3	£2, 000 (Year 1)	To improve children's wellbeing through mindfulness, compassion and kindness based techniques	Engaging all staff in learning the theory and in participating in personal practice in mindfulness, compassion, and kindness-based techniques through the Do Be Mindful online learning modules. In Year 1 an enhanced universal offer to all learners to use mindfulness to improve emotional wellbeing and regulation.	• Pre and post staff evaluations • Completion of online learning modules for staff • Pupil observations • Learner conversations • Playground observations

Appendix 1:

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

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers

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	<u>PEF INTERVENTIONS</u> 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 <u>Education and Families Priorities</u> 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. 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.