

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2019-20**

|  |  |
| --- | --- |
| **School/Establishment:** | New Monkland Primary and Nursery |
| **Date Submitted:** | 14.6.19 |

|  |  |
| --- | --- |
| **Scottish Attainment Challenge School:** | Yes/No |

|  |  |
| --- | --- |
| **Pupil Equity Fund Allocation:** | £28, 800 |

**Education and Families Priorities**

* **Priority 1: Attainment and Achievement-** **Improvement in attainment, particularly in literacy and numeracy.**

**Improvement Actions**

* Raising Attainment Strategy
  + There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
* Self- Evaluation Leading to Improvement
  + There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
* Review of Additional Support Needs
  + This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

**Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people**

**Improvement Actions**

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

**Priority 3: Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing.**

**Improvement Actions**

* GIRFEC
  + There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
* 1140 ELC Expansion
  + The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
* Mental Health and Wellbeing
  + Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

**Priority 4: Developing the Young Workforce**- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

**Improvement Actions**

* Curricular Progression
  + A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
* DYW Strategy
  + The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
* Digital Classroom
  + Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

**Priority 5: Vulnerable Groups**- Improved outcomes for vulnerable groups.

**Improvement Actions**

* Support for Families/ Young People at Risk
  + There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
* Care Experienced Young People
  + There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
* Support for Adults
  + There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

**Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

* What action are we currently taking to ensure excellence and equity for all learners?
* Which attainment gaps exist in our school?
* What action do we need to take to close these gaps?
* What data will we use to monitor progress?
* What action are we currently taking which will address the four priorities in the NIF?
* How good are our children’s outcomes in these areas?
* What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
* How well are we improving across the 6 key drivers in the NIF?
* School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Parental Engagement
* School Improvement
* Performance Information
* How good are we now? What do we need to improve further?
* Which approaches to change will we use to ensure progress and impact with our key priorities?

**School Vision and Values**

**New Monkland Primary and Nursery Class Vision, Values and Aims**

Our vision was updated last session to incorporate Rights Respecting Schools. This is shared will all new parents at nursery and Primary 1 induction events and is embedded on banners on our school website and twitter feed:-

We are committed to provide the highest quality learning experiences for all our children by creating a fun, happy, meaningful and inclusive environment. We are ambitious, innovative and committed to support and lead our children in partnership with parents and the wider community to realise and achieve their full, individual potential.

We work together as a team to set challenging and aspirational goals, to achieve excellence and celebrate success throughout the whole school community.

**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.

We use a variety of approaches to communicate and engage with parents, including letters, open evening, parents’ reporting sessions, self-evaluation questionnaires, twitter and school website.

Parents are consulted regarding areas within the SIP and changes to reflect national and local guidelines throughout the year and at the end of term through HGIOS questionnaire.

We consult regularly through the PTA and Parent Council as a focus group on ways to engage with parents in order to support their child’s learning. We continue to try new ways to support and engage families and parents. Following last sessions successful Internet Safety Sessions, the Parent Council asked for further sessions. We worked closely with Police Scotland and Education Scotland staff and hosted a week of events aimed at family learning. We offered drop-in sessions for P1-3 parents around support at home along with the distribution of Read, Write, Count bags. The PTA and Parent Council continue to support the school through organising events for fundraising.

This session, the Pupil Equity Fund was used again to support parental engagement with targeted families.

Our school follows North Lanarkshire policies in relation to equity and inclusion. All staff are involved in the pastoral care of our pupils and are aware of differing needs and how to support them.

We have an open door policy and clear complaints procedure.

We continue to foster school and community links and worked with a member of staff from Boots to enhance our drugs awareness sessions with P7. Further engagement is promoted by participation in open days and attending community events.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Our school is complimented on the nurturing and caring ethos we promote through positive relationships with our pupils.

Most children are highly motivated and engaged in their learning.

Children’s achievements are recognised and promoted through twitter, weekly assemblies and our ‘Proud as Punch’ wall.

A range of resources, including ICT, are used to engage and motivate children. These are renewed on a regular basis.

Children are becoming increasingly involved in meaningful peer and self-assessment in all curricular areas and regularly review learning through journals and ICT. Most children are aware of their areas of learning and next steps through self and peer assessment and shared learning intentions and success criteria. Children are becoming more confident when talking and sharing their learning.

Our children are regularly encouraged to take on leadership roles across the school through buddies, monitors, house captains and pupil voice groups. Children are involved in self-evaluation for improvement within our school and are consulted during Pupil Voice assemblies.

We have forged positive links with partner agencies, including CLD, to ensure best outcomes for our young people.

Staff confidence continues to increase in both the use of data, and in making professional judgements regarding achievement of levels.

Staff are increasingly using SIMD data, GIRFEC overviews and transition documentation to ensure continuity of learning for all pupils.

**2019-20 Improvement Plan**

|  |  |
| --- | --- |
| **Establishment Priority 1:** | To raise attainment in literacy through the assessment of children’s progress across the school and nursery. |
| **Establishment Priority 2:** | Further promote family learning through nurture and DYW across the school and nursery. |
| **Establishment Priority 3:** | To implement progressive skills development in drama within the school. |
| **Establishment Priority 4:** | To begin preparation ahead of implementation of 1140hrs within nursery. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Families Priorities** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** |
| 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups | 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact | 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information | 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people’s health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people |

|  |  |  |  |
| --- | --- | --- | --- |
| *Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.*  *The articles can be found* [*here*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* |  |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life |
| 1. Developing as a community of faith and learning |
| 1. Promoting Gospel Values |
| 1. Celebrating and Worshiping |
| 1. Serving the common good. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 1:** | To raise attainment in literacy through the assessment of children’s progress across school and nursery. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | |  | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.3- Learning, Teaching and Assessment  3.2 – Attainment and Achievement | | 1 – Early intervention and prevention  5 - Promoting a high quality learning experience  7 – Using evidence and data  10 – Partnership working  11 - Professional learning and leadership  12 – Research and evaluation to monitor impact | 1 - School Leadership  2 - Teacher Professionalism  3 - Parental Engagement  4 - Assessment of Children’s Progress  5 - School Improvement  6 - Performance Information | 1 – Improvement in attainment, particularly literacy. | 1 – Improvement in attainment, particularly literacy. | Article 28 – the right to education  Article 29 – goals of education |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All learners will be confident in their ability to plan and assess next steps through moderation of self and peer assessment. | Moderation of peer and self assessment against milestones and progression across a level. | CEM and SNSA  Self and Peer assessment moderation | Assessment and Moderation meeting. | By Dec ‘19 |
| Staff will continue to use and familiarise themselves with benchmarks, supporting the achievement of a level and making confident teacher judgement based on a range of assessment evidence. Learners’ attainment in literacy will improve as a result. | Create an online recording format for tracking. | Planning Days and Forward Plan feedback  Challenge questions  Attainment Tracking Meetings  Snapshot Jotters and Assessment Folders | Assessment jotters  Snapshot Jotters  Progress and Achievement Application | Aug 2019 – June 2020 |
| Through robust tracking and monitoring procedures, gaps will be identified and targeted interventions will be put in place for identified learners. Impact measured at a class and SMT level. | Intervention summaries will reflect targeted interventions and their impact through a range of measures.  Literacy Coach will support training, intervention identification and measure impact using a range of approaches. | Tracking meetings with staff - termly | Excel online or INSIGHT | Aug 2019 – June 2020 |
| Staff will be able to engage in professional dialogue beyond school and cluster, by working with an Assessment and Moderation team to ensure valid, reliable judgement, assessments and evidence is gathered and impacts attainment in literacy. Staff will gain knowledge and understanding and have a more consistent approach to assigning levels through the BGE. | Staff attendance at a range of planned assessment and moderation team events within authority.  (St Edwards, Victoria and St Andrew’s)  Seek to extend moderation through West Partnership.  Assessment and moderation leader TEAMS; central area.  Mary Reid LEAD for Central: St Margaret’s High, Caldervale, Airdrie Academy and St Andrew’s High meet with all Pedagogy Practitioners to support the delivery across all primaries in central area. | Assessment and Moderation Feedback from events. | Cluster/Authority planned events to take place throughout In-Service calendar. | Nov Inset, Feb Inset, May Inset. |
| All learners and parents will be able to discuss and contribute to their child’s learning journey through opportunities throughout the year. | Snapshot’ jotter to be sent home to parents to share the children’s learning at 3 times in the year, add parental feedback sticker or barcode. | Feedback from parental comments in jotters. |  | Aug 2019 – June 2020 |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 2:** | Further promote family learning through nurture and DYW across school and nursery. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Siobhan McCormick – HWB Champion** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1 – Self-Evaluation for Self-Improvement  1.2 - Leadership of learning  2.5 - Family learning  2.7 - Partnerships  3.2 - Raising attainment and achievement  3.3 – Increasing creativity and employability | | 1. Early intervention and prevention  3. Promoting healthy lifestyles  5. Promoting a high quality learning experience  9. Engaging beyond the school  10. Partnership Working | 2. Teacher Professionalism  3. Parental Engagement  5. School Improvement | 1 Improvement in attainment, particularly in Literacy and Numeracy.  3 Improvement in children’s and young people’s health and wellbeing. | 1. Improvement in attainment, particularly literacy and numeracy  3. Improvement in children and young people’s health and wellbeing | Article 5 – parental guidance and a child’s evolving capacities  Article 12 – respect for the views of the child  Article 29 – goals of education |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All pupils will be given opportunities to engage in events out-with their local area through nurture and DYW. | Visits and trips  Grant Murdoch to support engagement and resources. | Evaluations with all stakeholders, questionnaires with pupils and parents at beginning and end. Appropriate measures identified through HWB champion meetings. | Structured framework from Healthy Schools Scotland – mental health included throughout.  NLC DYW framework reflected. | Aug 2019 – June 2020 |
| All pupils’ experiences will be enhanced through promoting partnership with parents in developing skills for learning, life and work. | Map parents and partners’ skills and expertise to enhance learning across the BGE. | Feedback from events.  Expand community network. | Contact links made with business/parents to lead and take part in workshops/events. | By June 2020 |
| All pupils’ food and health learning and skills will be enhanced through the use of cooking kitchen. | Grant Murdoch supporting staff CLPL and opportunities for training regarding the cooking bus.  Newsletter to include a recipe of the month. | Feedback and observations of the use of the kitchen.  Timetable of cooking kitchen.  Twitter and pupil questionnaires/comments. | Cooking kitchen installed in school. This will be used for parental engagement and for the children to develop their confidence when working with food. | Aug 2019 – June 2020 |
| Learners will develop progressive skills through reviewing progression pathway in Food and Health and across learning through IDL links. | Review progression pathway with skills development clearly highlighted. | Planning days to discuss and analyse skills development across a curricular level.  Timetable of cooking kitchen.  Twitter and pupil questionnaires/comments. | Progression pathway to be implemented and adapted as required. | Aug 2019 – June 2020 |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 3:** | To implement progressive skills development in drama across school. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | |  | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.2 Curriculum  2.3 Learning, Teaching and Assessment | | 2. Social and emotional wellbeing  3. Promoting healthy lifestyles  5. Promoting a high quality learning experience  11. Professional learning and leadership | 2. Teacher professionalism  5. School Improvement | 1. Improvement in attainment, particularly in literacy  3. Improvement in children’s and young people’s health and wellbeing | 1. Improvement in attainment, particularly in literacy  3. Improvement in children’s and young people’s health and wellbeing | Article 24 – health and health services  Article 29 – goals of education  Article 31 – leisure, play and culture |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| All learners’ experiences in drama will be enhanced through teacher CLPL throughout the year and sharing practice. | All staff involved in CLPL in order to ensure skills development. | Evaluations from training events  Staff professional dialogue | Drama box  Global story lines  IDL/RRS | August Inset for Drama Box training.  Aug 2019 – June 2020 |
| Progressive skills development will be reviewed against the progression pathways to ensure breadth, coherence and progression. | Amalgamating together progression pathway to incorporate drama box skills development. | Planning days to discuss and analyse skills development across a curricular level.  Improvement plan meetings | Progression pathway  Drama box planner  Global story lines planner  IDL/RRS | Aug 2019 – June 2020 |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 4:** | To begin preparation ahead of implementation of 1140hrs within nursery. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | |  | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1 Self Evaluation for self-improvement  1.2 Leadership of Learning  1.3 Leadership of change  2.2 Curriculum  2.5 Family Learning  2.6 Transitions  3.2 Securing Children’s Progress | | 5.Promoting a high quality learning experiences  3. Promoting health lifestyles  11. Professional learning and leadership | 1. School Leadership  2. Teacher professionalism  3. Parental Engagement  4. Assessment of Children’s Progress  5. School Improvement | 1. Improvement in attainment, particularly in literacy and numeracy  2. Closing the attainment gap between the most and least disadvantaged children.  3. Improvement in children’s and young people’s health and wellbeing | 1. Improvement in attainment, particularly in literacy and numeracy  2. Closing the attainment gap between the most and least disadvantaged children.  3. Improvement in children’s and young people’s health and wellbeing | Article 5 – parental guidance and a child’s evolving capacities  Article 24 – health and health services  Article 29 – goals of education  Article 31 – leisure, play and culture |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| Children’s transition into nursery will be enhanced through closer liaison with families and through discussions relating to identifying early intervention. | Identify families/children through discussions/ nursery applications who may need enhanced transition.  Arrange to visit/meet  Discuss child’s overall development and access link with Health Visitor  Learning Profiles will reflect enhanced transition | Greater knowledge of identified children prior to start date and interventions in place.  Enhanced contact with Health Visitors.  Learning Profiles | Release of staff for identified family visits.  27-30month review by HV | Ongoing June 2020 |
| Children’s food and health will be enhanced through the implementation of meals in am and pm sessions. | Links with Facility Services and resources identified to accommodate meal implementation.  Review Setting the Table and Nutritional Guidelines. | Access and uptake of meals | Link with facility services and Catering | TBC – attendance at 19th June meeting to discuss implementation |
| Re-establish EYC network to share practice and planning ahead of 1140 implementation. | Share network increased  Sharing of practice and experiences to ensure positive planning ahead of implementation | Staff opinions and self evaluation | Meetings throughout the year | Aug 19 – Jun 20 |
| Build staff capacity and empower their shared leadership in light of 1140hrs implementation. | Staff network increased  Shared responsibility for all areas and resources  Sharing expertise and staff skills | Staff reflection of new skills and implementation across areas. | Staff training | By June 2020 |
| Reflect ‘Planning in the Moment’ to enhance planning and learning experiences. | Planning in the Moment training/time for reflection. | Staff reflection of methodologies and review of current practice  Staff meetings and discussions | Planning in the Moment  Visit to other establishments | By June 2020 |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CLUSTER IMPROVEMENT PRIORITY:** | To improve the Health and Wellbeing of a targeted group in Primary 5, using the SHANARRI indicators within our cluster community. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **All HT’s and Heads of Establishments from Cluster – lead to be HWB Champion** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 3.1 Wellbeing and  Inclusion.  Theme – Wellbeing | | 1. Social and emotional wellbeing 2. Promoting healthy lifestyles 3. Engaging beyond the school 4. Partnership working | 1. Assessment of Children’s Progress 2. School Improvement 3. Performance Information | Improvement in children's and young people’s health and wellbeing; | 1. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing | Article 24  You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| We want to Get It Right For Every Child. which in turn will increase understanding and awareness of each of the SHANARRI indicators.  We want to increase Engagement  Participation  Attendance  Exclusion  Achievement | Identify target group of 3 children from Primary 5 to be “Airdrie Ambassadors”. | Baseline Assessments | Children – SHANARRI Web  Class Teacher – Boxhall  HWB Champion – Leuvan Scale  PEF – Taxi / Resources | Tuesday – pm  August 2019  March 2020 |
| To increase confidence and resilience in adapting to new settings with a view to enhancing smooth transitions in the future. | Each Primary / Nursery to choose 1 of the SHANARRI indicators as a focus. This will provide a breadth of HWB experiences in new and unfamiliar settings for the children.    Each school will provide an activity for their chosen indicator.  Parents/ Pupils will attend Showcase Event at Airdrie Academy.  “Airdrie Ambassadors”, to cascade new skills and share practice with their peer group on return. | Log Books  Pupil dialogue  Pupil Feedback | Log book of visits to be completed by all pupils.  Observations  Questionnaires  Photographs | Ongoing  Sep – 1visit  Oct – 1visit  Nov -2 visits  Jan – 1visit  Feb – 2 visits  Mar – 1 visit  1 Showcase  Ongoing |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |