

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2020-21**

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

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

|  |  |
| --- | --- |
| **Pupil Equity Fund Allocation:** |  |

**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**

Update

**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.

To be updated

**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.

To be updated.

**2019-20 Improvement Plan**

|  |  |
| --- | --- |
| **Establishment Priority 1:** | To raise attainment in Literacy and Numeracy through the assessment of children’s progress across the school and nursery. |
| **Establishment Priority 2:** | Further develop learning within Developing the Young Workforce across school and nursery. |
| **Establishment Priority 3:** | Further promote learning within theRights Respecting Schools (RRS) initiative across the school and nursery. |
| **Establishment Priority 4:** |  |

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 and Mathematics and Numeracy 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  4 - Targeted approaches to literacy and numeracy  5 - Promoting a high quality learning experience  6 - Differentiated support  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 and Maths and Numeracy | 1 - Improvement in attainment, particularly in literacy and numeracy | 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.  All learners will be confident in discussing Learning Intentions and co-constructing Success Criteria | Moderation of peer and self assessment against milestones and progression across a level.  All staff using LI/SC in daily teaching, and involving learners in discussion around them | CEM and SNSA  Self and Peer assessment moderation  Jotter monitoring and discussion with learners | Assessment and Moderation meeting.  Improvement planning meetings | By Dec ‘20  Aug 2020 – Jun 2021 |
| 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 and numeracy 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 2020 – Jun 2021 |
| 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.  Numeracy Coach will support training, intervention identification and measure impact using a range of measures  Interventions will be tracked for specific time periods to monitor attainment | Tracking meetings with staff – termly  YARC assessments as an assessment tool to measure success  Numeracy Coach will assess using MALT to gather quantitative data | Excel online or INSIGHT  RWI resources and training for appropriate staff | Aug 2020 – Jun 2021 |
| 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, and numeracy. 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. | Inset dates for A&M TBC |
| 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.  Bookbug/Read, Write, Count Coffee Morning  Numeracy events such as Sumdog Competitions | Feedback from parental comments in jotters.  Evaluations to gather parental feedback about these events and the impact on their child’s learning journey |  | Aug 2020 – Jun 2021 |
|  |  |  |  |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 2:** | Further develop learning within Developing the Young Workforce across school and nursery. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | Nichola Polatajko | | | |
| **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  2.7 - Partnerships  3.3 – Increasing creativity and employability | | 5. Promoting a high-quality learning experience  9. Engaging beyond the school  10. Partnership Working | 2. Teacher Professionalism  3. Parental Engagement  5. School Improvement | 3. Improvement in children’s and young people’s health and wellbeing.  4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | 3. Improvement in children and young people’s health and wellbeing.  4.Improvement in employability skills and sustained, positive school leaver destinations for all young people.  5. Improved outcomes for vulnerable groups | 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 learner’s experiences in relation to DYW will be enhanced through staff CLPL to allow staff to embed the principles from the Career Education Standard 3-18 document and to fully utilise the My World of Work website. | Staff engaging in CLPL and Professional Learning. In particular, in relation to the Career Education Standard 3-18 and the My World of Work website. | Increased confidence of staff in implementing the principles of the Career Education Standard 3-18.  Increased confidence in using the My World of Work Website and supporting learners access this resource. | Online CLPL resources from Education Scotland.  My World of Work Website. | By January 2021 |
| DYW progressive pathway planners to be fully implemented by all teaching staff and for DYW to feature within the termly overview planner. | DYW to be included within the termly overview planner.  Staff to include DYW into their regular teaching & learning. | Ongoing planning will feature content from the progressive pathway planners.  Learners across the school will be able to articulate their developed knowledge and understanding. | Progressive Pathway planners.  Careers Educations Standard 3-18 documents.  NLC DYW guidance. | August 2020 |
| All P.5-7 to access and utilise the My World of Work website. | Parents/carers to be offered an opt out option if they do not wish their child to access the My World of Work website.  P.5-7 staff to provide regular opportunities for learners to regularly access the website. | P.5-7 learners all actively engaging in the My World of Work website. | My World of Work website (MWoW).  Parents/carers being offered an opt out option for their child in relation to using the MWoW website | By December 2021 |
| Further strengthen links and partnerships with businesses and organisations within the local and wider community. | Continue to invite visitors from the local community and beyond, to widen learners knowledge.  Engage in partnership opportunities and visits to local establishments. | Evidenced through visitors in classes across all stages and in assemblies.  Learners visiting local establishments and business partners. | Partnerships and links made with businesses and parents to lead and take part in workshops, assemblies, visits and events.  BOSCH Training Centre | Aug 2019 – June 2020 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 3:** | Further promote learning within theRights Respecting Schools (RRS) initiative across the school and nursery. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | Nichola Polatajko | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.2 Leadership of learning 1.3 Leadership of change 2.1 Safeguarding and child protection  2.2 Curriculum  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | | 5. Promoting a high-quality learning experience  9. Engaging beyond the school  10. Partnership Working | 2. Teacher professionalism  5. School Improvement | 3. Improvement in children’s and young people’s health and wellbeing | 3. Improvement in children’s and young people’s health and wellbeing | Article 3 – best interests of the child  Article 5 – parental guidance and a child’s evolving capacities  Article 24 – health and health services  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 learner’s experiences in relation to RRS will be enhanced through staff CLPL to allow staff to embed the principles of the United Nation Convention on the Child (UNCRC). | All staff to engage in RRS update and refresh.  Teaching staff to engage in CLPL and Professional Learning in relation to RRS. | Increased confidence of staff within their knowledge and understanding of the principles of the RRS and being able to implement this. | August in-service training/refresh.  Rights Respecting Schools Awards website and professional learning materials. | August 2020 In-service  June 2021 |
| RRS to feature within the termly overview planner.  Articles related to areas of teaching and learning recorded at the planning stage. | Termly planner to be adapted to include UNCRC articles to link with planned learning.  Staff make direct links to the UNCRC in their weekly planning and within their planned teaching and learning across the curriculum. | Termly and weekly planning will link to the UNCRC.  Learners across the school will be able to make connections within their learning and its relation to the UNCRC. | Updated termly planner.  UNCRC | September 2020  June 2020 |
| All learners will develop the skills needed to be active global citizens through strengthening and developing mutuality beneficial partnerships with local and global organisations. | Implement the agreed partnership agreement with Malawi school.  Create more community links and partnerships.  Undertake advocacy work in relation to Learning for Sustainability. | Campaign and advocacy work undertaken.  Learners are able to articulate their role within the advocacy work and describe their position as a global citizen. | Local partnership contacts.  Partnership agreement.  Support from Scotland Malawi Partnership organisation.  Support from Connecting Classrooms, the British Council & WOSDEC. | 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** |  |