North
Lanarkshire
Council
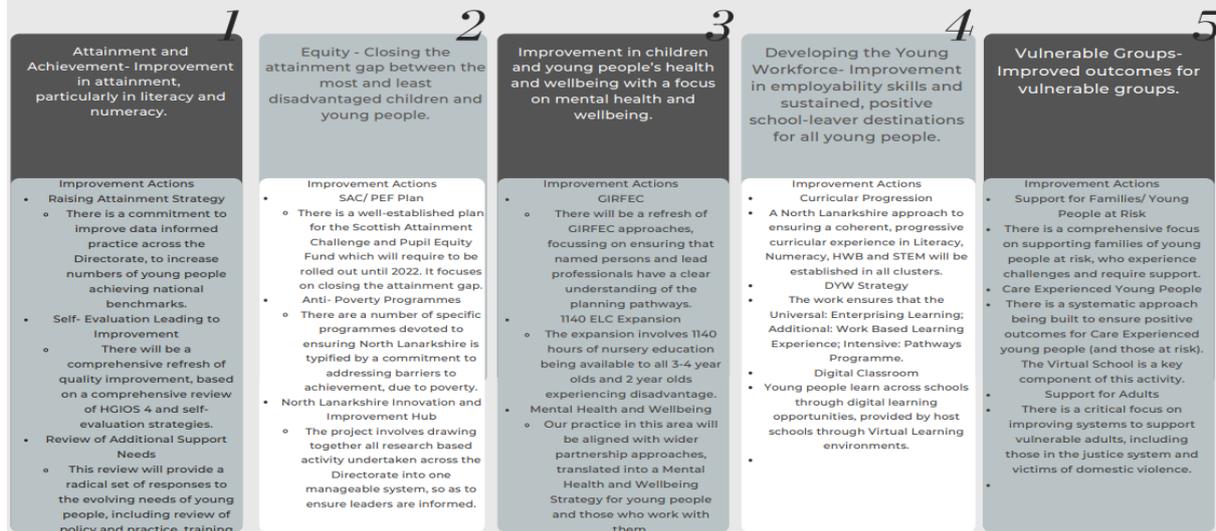
Driving Equity and Excellence

Improvement Action Plans

Session 2022-23

School:	New Monkland Primary School & Nursery
Cluster:	Airdrie Academy

Improvement Plan Summary	
Cluster Priority:	To support children, young people, and their families to realise their potential, by embedding the empowering clusters support model.
School Priority 1: (Year 2)	Continue to support learners using data from ongoing assessment evidence across Reading/Writing, Numeracy/Mathematics to identify gaps, target support and raise attainment.
School Priority 2: (Year 2)	Use digital technology resources to further strengthen teaching and learning so that all learners can access the curriculum fully by having the same opportunities to succeed.
Nursery Class Priority:	Develop children's creativity and cognitive skills by successfully building and enhancing their divergent thinking, and critical thinking skills.

Education and Families Priorities

1	2	3	4	5
Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.	**Equity - Closing the attainment gap between the most and least disadvantaged children and young people.**	**Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.**	**Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**	**Vulnerable Groups- Improved outcomes for vulnerable groups.**

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
	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.
		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
			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.
				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

Our Vision:
We are committed to providing the highest quality learning experiences for all our learners by creating a fun, happy, meaningful, and inclusive environment. We are ambitious, innovative, and committed to supporting and leading all our children in partnership with parents/carers and the wider community so that ALL children can achieve their full, individual potential. We work highly effectively together as a team to set challenging and aspirational goals, where everyone is given opportunities to achieve excellence and celebrate success.

Our Values:
We are a Gold Rights Respecting School/Nursery, and this allowed us to refresh our values through consultation with all stakeholders These are fully embedded into our daily practice and across our School/Nursery community.

Respect - Honesty - Kindness - Fairness – Positivity

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.

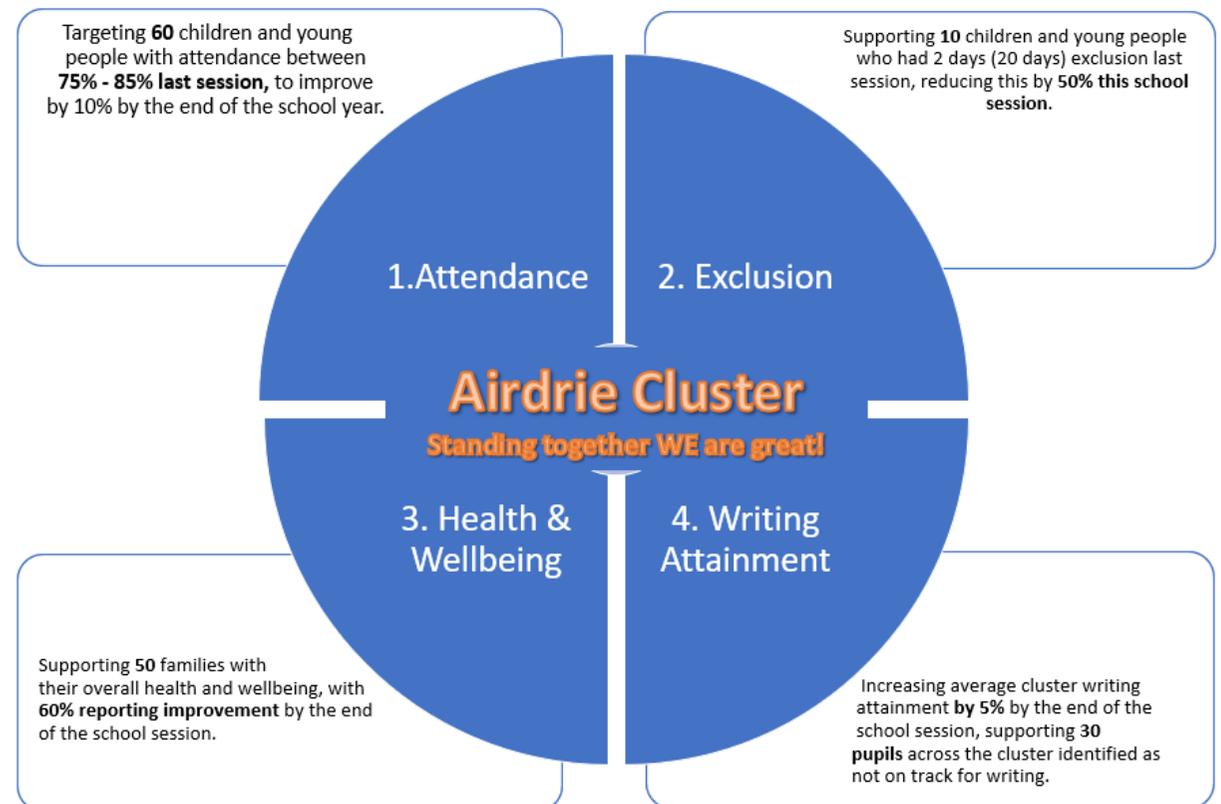## Details of engagement (pupils, parents/carers, partners)

We have successfully engaged with all our pupils/parents/carers/partners using digital technology. We continually make use of a wide variety of ways using technology to gather views/feedback which help identify areas for improvement. Telephone/in person consultations with parents/carers to review GIRFMe plans take place termly and we use social media effectively to update/engage parents, TWITTER, website and more recently our CONNECTUS APP. We engage our learner's using technology in an efficient way, providing a balance of non-digital and digital when meeting individual learners needs at a universal, additional, and intensive level. We have limited outdoor space however we, make use of the surrounding areas within the village, e.g., woodlands. When collaborating with our partners we hold both in person/virtual meetings, where we highlight support required, for both families and our learners. With the support of all stakeholders, we were awarded the Digital school award and the GOLD Rights Respecting School/Nursery award during the months of May/June22. We take immense pride in our School/Nursery and across our wider community, we exemplify the phrase: '*It takes a village to raise a child.*'

To support children, young people, and their families to realise their potential, by embedding the empowering clusters support model.

We want to **improve attendance** and **exclusion rates**, provide **health and wellbeing support** to children, young people and families in our cluster and **improve attainment** in writing, by the end of the school session.

This will be achieved by embedding the Empowering Clusters Model this session, integrated positive partnership working and collaboration, as **standing together WE**

Targeting **60** children and young people with attendance between **75% - 85% last session,** to improve by 10% by the end of the school year.

Supporting **10** children and young people who had 2 days (20 days) exclusion last session, reducing this by **50% this school session.**

Airdrie Cluster
Standing together WE are great!

1. Attendance

2. Exclusion

3. Health & Wellbeing

4. Writing Attainment

Supporting **50** families with their overall health and wellbeing, with **60% reporting improvement** by the end of the school session.

Increasing average cluster writing attainment **by 5%** by the end of the school session, supporting **30 pupils** across the cluster identified as not on track for writing.

| Person(s) Responsible Who will be leading the improvement? | **Gordon Reid (Cluster Improvement & Integration Lead) & Clare Welsh (Cluster Chair)** |

NIF Priority: 2	NIF Driver: 3
NLC Priority: 1	QI: 2.4
PEF Intervention:	Developing in Faith/UNCRC: Article 29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	

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

Our overarching aims this session is to embed the empowering cluster model in Airdrie Cluster to drive forward improvement in Attendance, Exclusion, Health & Wellbeing and Writing.

1) **Attendance**

The average unauthorised attendance in our primary schools within the cluster was just under 5% of the school roll, with primary 4 (current P5) and Primary 6 (Current P7) showing as above the average.

Appendix 1 – Unauthorised Absence % for school session 2021/22

P1	P2	P3	P4	P5	P6	P7	Total
4.44%	4.85%	4.12%	5.38%	4.42%	5.64%	4.90%	4.83%

We know from our colleagues in educational psychology, health, and social work that many families are experiencing anxiety and confidence issues and that this can have an impact in getting children and young people to school, this is most probably a longer lasting issue from Covid-19 pandemic where the routine of going to school each day and the isolation factor from the lockdowns has had an effect. This was further evidenced by a survey completed by North Lanarkshire Council that highlighted anxiety/mental health as the second top reason for P1-3 not attending primary school based on staff views.

It was highlighted that a general lack of resilience and struggle with the school demands and a general apathy towards education at secondary level were concerns.

We all know that when children and young people are not in school then they are not learning and achieving and their chances of positive destinations after education are reduced, therefore we will work this session to revisit our processes to attendance and how we, as a cluster, re-engage children, young people and families back into education, supporting them holistically as a family unit. It is understood that these are not 'quick wins' and for many of these families it will take an intensive level of support, and this is where we hope the that the role of the Family Engagement Officer in the cluster will be able to target accordingly.

Appendix 2 - Survey responses

Cluster: Airdrie Academy	
Secondary	**Primary**
Reasons for Authorised absences S1-3	**Reasons for Authorised absences P1-3**

1	Apathy towards Education	1	Poor resilience/struggling with everyday school demands
2	Poor resilience/struggling with everyday school demands	2	Anxiety/Mental Health concerns
3	Disengagement with school/curriculum	3	Family illness that school are aware of
Reasons for Authorised absences S4-6		**Reasons for Authorised absences P4-7**	
1	Poor resilience/struggling with everyday school demands	1	Poor resilience/struggling with everyday school demands
2	Anxiety/Mental Health concerns	2	COVID anxiety
3	Apathy towards Education	3	Family illness that school are aware of
Reasons for Unauthorised absences S1-3		**Reasons for Unauthorised absences P1-3**	
1	Truancy with family condoning the absence	1	Illness not reported to school
2	Pupil absent and unable to engage with strategies and school support	2	Pupil absent without reason and family uncontactable
3	Pupil absent without reason and family uncontactable	3	Family holidays during term time
Reasons for Unauthorised absences S4-6		**Reasons for Unauthorised absences P4-7**	
1	Truancy with family condoning the absence	1	Illness not reported to school
2	Pupil absent and unable to engage with strategies and school support	2	Family holidays during term time
3	Pupil absent without reason and family uncontactable	3	Pupil absent without reason and family uncontactable

2) Exclusions

In the Airdrie cluster there were a total of 33 days of exclusions in the primary sector (across 4 schools) and 46.75 days at secondary. Exclusion is always a last resort in the cluster and only under the most extreme circumstances, however it is also recognised that when children and young people are excluded from their place of education that their life chances of going on to positive destinations, their apathy towards education as a whole and their ability to reintegrate back into their class are reduced.

We are also clear on our duty as corporate parents under The Promise towards care experienced children and young people, who disproportionately experience exclusion from their place of education.

We are looking to act early and preventatively to stop children and young people reaching the point of exclusion. This will come from positive integrated partnerships with colleagues and networks, communication, and support from and to families and looking at our curriculum, particularly how the individual plans for these children and young people are reflective of their needs. We know and appreciate that no one learns if health and wellbeing needs have not been met and therefore using our Cluster Wellbeing Base, we hope to be able to reset the pathway for identified pupils and reduce their risk of exclusion through positive role modelling and opportunities to experience success.

3) **Health and Wellbeing**

Attendance and exclusion are inextricably bound to health and wellbeing needs; however, we are also focussing on the general HWB within our cluster as we continue our recovery from the pandemic.

The Airdrie Ambassadors will provide opportunity for children and young people to work together, to deliver HWB objectives to peers and experience leadership success. We are acutely aware that Airdrie is also identified as an area with high underage drinking from teenagers and as such, we are involved at cluster level with the Community Alcohol Partnership and exploring ways in which our young people can influence our cluster on this area.

Finally, the universal support to families we will offer as a cluster – signposting's, advice and peer support will be instrumental in working together to improve outcomes for the children and young people and the community that we serve.

This links directly to the Local Outcome and Improvement Priorities for Airdrie which are focussed on: Covid 19 Recovery and Renewal, Mental Health and Emotional Wellbeing and Poverty.

The following context of Airdrie provides detail on the community we work within and the health and wellbeing needs that are very much linked to poverty and deprivation.

We know that 16% of the working age population in Airdrie are income deprived, this is higher than the NLC Council average (15%) and the Scottish average (12%). We know that 14 of the 23 primary schools in Airdrie have a higher percentage of pupils in years P4 – P7 receiving free school meals than both the NLC and Scottish averages and that both secondary schools in the area are above the NLC average for secondary school free school meals.

It would be our intention to make use of third sector supports and funding through the Children and Young People Mental Health and Wellbeing Fund from VANL to support this area as a cluster.

4) **Writing**

As a cluster we have agreed to focus on **Tools of Writing** as an attainment focus.

Attainment for writing in 2022 was up by almost 10% compared to the previous year, therefore it is making a step in the right direction – however, compared to the other curricula areas reported on it remains on average at least 5% below the attainment in those areas.

There is a particular drop in P1 and P4 stages (Current P2 and P5) and therefore targeted individuals within these cohorts who are significantly below would support an overall cluster improvement in writing. Analysing the data further, there was also a significantly poor P7 class who has transitioned to Airdrie Academy with only 24% of children in that class attaining second level – therefore it indicates that some further writing support may be required for the current S1 cohort.

Appendix 3 – ACEL Uplift July 2022

Class	L&T 2019	L&T 2021	L&T 2022	Reading 2019	Reading 2021	Reading 2022	Writing 2019	Writing 2021	Writing 2022	Numeracy 2019	Numeracy 2021	Numeracy 2022
P1	86.27%	76.28%	79.67%	78.91%	72.22%	72.35%	80.42%	69.54%	69.91%	84.30%	81.78%	82.47%
P4	84.72%	67.93%	81.17%	77.66%	60.70%	71.90%	70.11%	51.84%	66.26%	75.47%	60.32%	71.32%
P7	82.17%	79.67%	85.57%	73.45%	72.62%	80.79%	70.55%	59.41%	75.81%	76.22%	65.91%	74.37%
Grand Total	84.39%	74.63%	82.14%	76.67%	68.52%	75.01%	73.69%	60.26%	70.66%	78.66%	69.33%	76.05%

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**.

FTE X 1 Cluster Improvement and Integration Lead

FTE X 2 Cluster Support Teacher

FTE X 1 Family Engagement Officer Support

£20,000 from VANL for mental health and wellbeing for children and young people in the cluster.

Cluster Wellbeing Base – Chapelside Primary School.

Wellbeing App training to be organised centrally.

Outcome Star training to be organised centrally.

Third party voluntary sector support: Hope For Autism, YMCA, Make and Create Arts, Social Ed, Social Track, Reel Time Music, Miracle Foundation, Health & Wellbeing Hub,

Police and Community Alcohol Partnership Support (CAP)

Virtual School support for Keeping the Promise

Educational Psychologist Support.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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)		
Supporting **60 children** and young people across the cluster with **attendance** between 75% - 85% to improve attendance by 10% on average by the end of the school session.	• The NIF Driver of Parent/Carer Involvement and Engagement will be	**Quantitative** Attendance data from SEEMIS for baseline and ongoing measurement.		

	paramount to improving attendance. This can be achieved by clear, strategic utilisation of the Family Engagement Officers. • Attendance data to be collated and analysed across the cluster by the CIIL and conversations to take place around supports available with Heads of establishments based on equity and impact potential. • Attendance data to be monitored across the cluster by CIIL via SEEMIS termly at Cluster Network Meetings, with themes being	Number of children and young people supported through third sector partnership working. Outcome Star Journey of change may be used, if deemed appropriate. **Qualitative** Questionnaires/surveys if appropriate to be used to understand reasons behind poor attendance. Family interviews at home or through feedback from partners such as CL&D and Social Work. Goal based outcomes for Ed Psych. Start of September for implementation. Measured termly via SEEMIS and discussions with HTs Questionnaires and family interviews will take place throughout the intervention period. **Term 1 - Sep - Dec** 10 families **Term 2 - Jan – Mar** 25 families **Term 3 – Apr – Jun** 25 families		

	identified for poor attendance and planning with partners to take place for pro-active and pre-emptive actions. • Partnership working with third sector to be setup and coordinated within Cluster Wellbeing base by CIIL, with the base being used as a steppingstone to school, supported by Family Engagement Officers and CSTs. • Educational Psychologist will use the Wellbeing base for a small group of 7 young people from Airdrie Academy non-attenders for				

	8 weeks, who are suffering anxiety, using LIAM materials. • Family engagement officer to develop projects to support families. • Active Schools supporting to reengage children and young people.			
Supporting **10 children** and young people across the cluster who have had at least 2 days **exclusion** last session to reduce their exclusion rate on average by 50% this school session.	• The NIF Driver of Parent/Carer Involvement and Engagement will be paramount to support a reduction in exclusion. • Exclusion data to be collated and analysed across the cluster by the CIIL and conversations to take place around supports	**Quantitative** Exclusion data from SEEMIS for baseline and ongoing measurement. Boxall Profiles for pre and post intervention data. Number of children and young people supported through third sector partnership working. Outcome Star Journey of change may be used, if deemed appropriate. **Qualitative** Professional dialogue with school staff including management team around issues for child/young people and reasons for exclusions.		

	available with Heads of establishments based on equity and impact potential. • Partnership working with third sector to be setup and coordinated by CIIL within Cluster Wellbeing base or 1-2-1 befriending if appropriate. • Through professional dialogue, early and preventive action needs to be taken before reaching the point of escalation. NIF Driver 4 supports us to look at the Curriculum design, ensuring an appropriate and differentiate	Anecdotal evidence from colleagues in Social Work, Ed Psych, CL&D, and others. Start of September for implementation. Measured termly. Professional dialogue to take place with HTs around impact in OCT, DEC, FEB, APR, MAY. Cohort 1 – Sep – Dec 2 children Cohort 2 – Jan – Mar 5 children. 5 children (2 groups) This provides flexibility for supports to continue if required or onward referral.		

	d curriculum through use of PEF and Cluster Supports to support children and young people. • Exclusion data to be monitored across the cluster by CIIL via SEEMIS termly at Cluster Network Meetings, with themes being identified for exclusions and planning with partners to take place for pro-active and pre-emptive actions. • Keeping the Promise to be embedded across the cluster, ensuring supports in place for Care Experienced			

	children and young people, CIIL to coordinate the awareness of this within the cluster.			
Supporting **50 identified families** and pupils across the cluster who are struggling, making poor life choices, or requiring bespoke support with their **health and wellbeing** across the school session, with 60% of those targeted making better choices for themselves or their family.	• Airdrie Ambassadors project to be re-setup led by Cluster Chair and associated HTs to provide health and wellbeing support linked to emotional wellbeing across sectors, promoting leadership, confidence, and resilience as we exit Covid-19. • CIIL to coordinate input from Police Scotland to support secondary school PSHE curriculum, with Future	**Quantitative** Police data on alcohol related arrests from young people in the community will show a decrease. Number of young people taking part in Future Friday offerings via CAP and cascading to primary schools learning. Number of children and young people taking part in Airdrie Ambassadors project. Number of Wellbeing Plans created on Wellbeing App. Number of Stars created on Outcome Star. Number of participants in Wellbeing App and Outcome Star training sessions. Number of S3 young people engaging in vocational pathways projects. Number of young people supported through cluster funds for school counselling. Leuven scale for engagement. **Qualitative**		

		Friday leadership opportunities and cascading learning to P7 pupils within cluster and looking at what accreditation the CAP can offer to secondary pupils. Working with identified DHT from Airdrie Academy.	Questionnaires for staff, families and children/young people taking part in projects pre and post intervention.		
		• CIIL to setup partnership working with third sector to specifically target S3 young people disengaging and providing additional vocational pathways to support their health and wellbeing.	Boxall Profiles being used for Airdrie Ambassadors.		
			Feedback via Network Meeting from partners including Ed Psych, CL&D, Virtual Schools.		
			Police CAP to be in place for September with Police attending Collegiate Working Parties for cluster.		
			October – Police/CAP delivering input for secondary pupils.		
			January – Secondary pupils cascading knowledge to primary schools.		
			Outcome star to be trained August and November.		
			Partnership work for S3 and upper primary to begin from October.		
			Wellbeing App training is being centrally organised, in use and fully embedded in cluster by end of school session, summer 2023.		
			Airdrie Ambassador project to be up and running across school session.		
			Mon 29th Aug HWB Champions planning meeting		
			Mon 12th Sept Session 1 Chapelside PS		
		• CIIL to consult with appropriate	Mon 10th Oct Session 2 Devonview FLC		

| | | DHT in Airdrie Academy around identifying appropriate S3 young people who will benefit from a bespoke vocational pathway or wider opportunities to keep them engaged.

• Training and ongoing support on using SEEMIS Wellbeing App to be organised for cluster by CIIL.

• Seemis Wellbeing App to be used as GIRFEC planning tool to support health and wellbeing information sharing across establishments and (eventually) | Mon 7th Nov
Session 3
Golfhill PS

Mon 5th Dec
HWB Champions interim meeting

Mon 16th Jan
Session 4
Greengairs PS

Mon 6th Feb
Session 5
New Monkland PS

Mon 6th Mar
Session 6
Rochsolloch PS
Mon 27th Apr

Session 7
Victoria PS
Mon 8th May

Session 8
Tollbrae PS

Mon 22nd May
HWB Champions evaluation meeting

Mon 5th June
Showcase event
Airdrie Academy | | |

	social work, coordinated by HTs in establishments.			
	• Outcome Star to be adopted and used successfully for identified children and young people as per guidance notes, training to be delivered by the CIIL for nominated staff at in-service days in new session.			
	• Educational psychologist supporting all schools in the cluster to develop nurture this session, at various levels.			
	• NIF Driver 3 supports the family engagement required to meet this objective.			

Increasing **writing attainment** of a level in the cluster at P2, P5 and S1 stage from the cluster average of 70% to 75% by the end of the school year, achieved by intensive working with a targeted group of **30 pupils** across the cluster.	• CIIL to analyse ACEL data from 2022 and identify schools with gaps, conversations to take place with HTs to identify target children in P2, P5 and S1 across the cluster and plan support. • Work to be coordinated to ensure appropriate cross-over between CATs. • CIIL to direct work of CST to complete assessment and plan appropriate intervention for groups. Appropriate intervention may be focusing on reading to write. • Data to be tracked and	**Quantitative** Appropriate benchmarking/diagnostic assessment pre and post intervention by CST. This may include YARK, PM Benchmarking, SNSA. Number of children supported by CST. **Qualitative** Questionnaire for HTs and Class teachers on difference making from intervention. Questionnaire for families of children taking part. **Aug/Sep –** Identification of appropriate children with intervention running September – December. Then re-evaluated.		

| | | monitored termly with cluster average | | | |
| | | • NIF Driver 5 links directly to the improvement required within this area in the cluster. | | | |

Final evaluation:

<table>
<tr><td colspan="2">Priority 1: Long Term Outcome
What do you hope to achieve? What is going ot change? For whom? By how much? By When?</td><td>Raise attainment in reading and writing for almost all (90%) of learners by June 2023 through effective and consistent high quality learning teaching and assessment.</td></tr>
<tr><td colspan="2">Person(s) Responsible
Who will be leading the improvement?</td><td>SMT & all Teaching Staff</td></tr>
</table>

(Please insert the relevant information below)

NIF Priority: Improvement in attainment; particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	**NIF Driver:** School Leadership Assessment of Children's Progress School Improvement
NLC Priority: Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	**QI:** 2.2 Curriculum 2.3 Learning, Teaching and Assessment
PEF Intervention: Targeted Approaches to Literacy and Numeracy Promoting a high-quality learning experience Using Evidence and Data Research and evaluation to monitor impact	**UNCRC:** Article 3 - best interests of the child Article 28 - right to education Article 29 - goals of education

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

Attainment within Literacy steadily increased during session 21/22, although is still falling below national expectations across reading and writing for some individuals/target groups. This year (year 2) of the plan will help us to continue to build on the work already undertaken which is beginning to have a positive impact particularly for our children who throughout last session were 'Not Yet' attaining against national/local expectations, with the majority (50% – 74%) of these children now attaining due to the consistent Universal offer in place.

Combined attainment across the school population reading (74%) in comparison to (62% - session 21/22) and writing (67%) in comparison to (58% - session 21/22) has highlighted this steady increase and shown the majority (50% – 74%) of our children are now on track, but still falling slightly below National (75%) and Local Authority (76.1%) averages, the goal being that most/almost all (75% - over 90%) of pupils will be attaining in reading and writing by June 2023. Data use for equity indicates that learners in the lowest deciles across the school population are now beginning to make some progress. Through consultation with staff and pupils it was highlighted that the writing programme and reading books P4 – P7 were seen as being outdated by staff and restricting engagement, participation, and enjoyment by pupils.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.

Human Resource – 1FTE delivering support and interventions
Use of the New York model to use across each stage so that staff know the pupils who have 'lots to do' and 'not yet' attaining
Use of the school online tracking system for Teacher Professional Judgement
Use of High-Quality assessments being created and moderated termly
Refreshed writing programme
Creation of Writing and Reading Progression pathway
Purchase new reading books (Use of PEF budget if funds allow)
PM Benchmarking
YARC Assessments
CEM
SNSA
ACEL Data
RWI
RTIC

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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)		
Learners will benefit from robust assessment data being used to guide planning and identify pupils requiring support and to highlight where support is required.	**Curriculum and Assessment** Use YARC, CEM and ACEL data, observations and High-Quality Assessments and achievement of a level to support tracking and monitoring of attainment, and to further measure the impact and progress in reading/comprehension skills across the school.	**Qualitative** Learners Formative and Summative assessment results Class teacher and SLT observations. Staff		

Learners will benefit from improved pedagogical practice in numeracy with staff pre and post questionnaires evidencing improved staff understanding of key SEAL mathematical concepts. (Pre and post questionnaires increasing from 50-75%, by June 2022.)	**Teacher & Practitioner Professionalism** Revise progressive pathway programme incorporating SEAL key learning/benchmarks. Provide targeted CLPL experiences for all teaching staff (as part of Family Group) to improve staff knowledge of best pedagogical practice. Provision of online training modules, as required. Provision of bespoke training for support staff.	Formative and Summative assessment results **Quantitative** Learners Formative assessment results SLT observations Monitoring & Moderation Summative Assessment results Feedback from pupil focus groups Staff Pre and post staff questionnaires Levels of staff participation/ engagement in CLPL CLPL evaluations and feedback PRD discussions		
Learners will build stamina for reading and develop positive reading habits, which will encourage motivation and engagement.	**School & ELC Improvement** Timetable and safeguard Reading for Enjoyment sessions across the school, to fully embed the ethos and principals to motivate more learners. Update class and school libraries to provide more variety to promote further motivation within sessions. Staff model positive reading habits during sessions. Provide a wide range of genres and reading materials.	**Quantitative** Learners In class observations Feedback from learners Staff Feedback from learners In class observations		
Learners will be provided with additional opportunities to develop fluency skills when reading aloud.	**School & ELC Improvement** Roll out "Reading Buddy" sessions across all classes to further promote reading and increase motivation and engagement to further support raising attainment within reading.	**Quantitative** Learners Observations Feedback from pupils Staff Feedback from learners Observations		
Identified learners will benefit from additional support provided through interventions within	**School & ELC Leadership** The Literacy Coach will continue to support staff in implementing Read Write Inc (RWI), Rainbow Reading and Colourful Semantics to support	**Quantitative** Learners Pupils actively involved in planning and how they wish to learn. Making choices about		

targeted areas within Literacy, supported by the Literacy Coach.	identified learners as part of a universal offer, to bridge the gap between reading and writing, as per the recommendation and advice from the NLC Literacy Team, and as an intervention to support progress and attainment within Literacy.	the supports in place to enhance learning. **Qualitative** <u>Staff</u> Ensure Literacy interventions is a priority across all sectors to drive up standards to above 90%.		
Learners will benefit from current and more relevant pedagogical practice and an update and refresh of learning materials and resources.	**Teacher & Practitioner Professionalism** Refresh and adapt our Taught Writing programme to provide high quality learning experiences to increase knowledge, understanding and skill set. To further raise attainment. Increase learner's stamina within writing to allow learners to have the tools to produce lengthier, more detailed pieces within a range of genres.	**Quantitative** <u>Learners</u> Pupils to work in partnership with staff to develop a range of relevant and stimulating contexts. <u>Staff</u> Collaborative working to be used to support Literacy development and engage in the creation of a revised writing pathway.		
Learners will benefit from experiencing high quality learning opportunities to further develop and enhance comprehension.	**Teacher & Practitioner Professionalism** Provide high quality learning experiences to further embed and develop comprehension skills where at least, almost all (above 90%) children, are attaining in reading and writing.	**Quantitative** <u>Learners</u> Apply Literacy skills in increasingly challenging and creative contexts <u>Staff</u> Improve transitions at all stages to build on prior learning and skillset.		
Identified learners will benefit from additional support provided through interventions within targeted areas within Literacy.	**Teacher & Practitioner Professionalism** Implement targeted support and interventions with learners who receive Free school Meals (FSM), Clothing Grants (CG) and/or are within SIMD 1 and 2, who class teachers identified to work with PEF teacher within the classroom setting. Track and monitor identified learners to gauge what impact this has had on narrowing the attainment gap.	**Qualitative** <u>Learners</u> Increase confidence and enjoyment through targeted individual support specific to needs. <u>Staff</u> Improve pedagogy to support targeted learners through the universal offering in house.		
Learners will benefit from exposure to positive attitudes created from	**School & ELC Improvement** Implement the principles from the Reading Schools award across all classes to develop positive attitudes	**Qualitative** <u>Learners</u>		

participation in the Reading School Award journey and will develop an enthusiasm for reading.	and enthusiasm for reading, to provide opportunities to motivate and engage learners across the school to support raising attainment within reading.	Read and write for pleasure to develop critical thinking and creativity. Staff Build a reading and writing culture for all learners and our community.		
Learners will benefit from the opportunities to engage in a wider range of reading materials and variety of genres.	**School & ELC Improvement** Review and update reading materials within school to provide more choice and books which are current and relevant to learners' interests to increase pupil engagement, motivation, and progress in attainment.	**Quantitative** Learners Pupils to be given regular opportunities to respond to what they are reading. Staff Function as reading role models and work collaboratively with pupils to refresh reading materials.		

Final evaluation:

Priority 1 (continued): Long Term Outcome What do you hope to achieve? What is going ot change? For whom? By how much? By When?	**Raise attainment in Numeracy/Mathematics for almost all (90%) learners by June 2023 through effective and consistent high-quality learning, teaching, and assessment.**
Person(s) Responsible Who will be leading the improvement?	**SMT and all Teaching Staff**

(Please insert the relevant information below)

NIF Priority: Improvement in attainment; particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	**NIF Driver:** School Leadership Assessment of Children's Progress School Improvement
NLC Priority: Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	**QI:** 2.2 Curriculum 2.3 Learning, Teaching and Assessment
PEF Intervention: Targeted Approaches to Literacy and Numeracy Promoting a high-quality learning experience Using Evidence and Data Research and evaluation to monitor impact	**UNCRC:** Article 3 - best interests of the child Article 28 - right to education Article 29 - goals of education

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
Attainment within Numeracy/Mathematics increased during session 21/22, for some individuals/target groups. This year (year 2) of the plan will help us to continue to build on the work already undertaken which is beginning to have a positive impact particularly for our children who throughout last session were 'Not Yet' attaining against national/local expectations, with most (75% – 90%) of the individuals/target groups now attaining due to the consistent Universal offer in place.

Combined attainment across the school population numeracy (77%) in comparison to (65% - session 21/22) and Mathematics (81%) in comparison to (69% - session 21/22) has highlighted this increase and shown that most (75% – 90%) of our children are now on track, but the goal being that almost all (over 90%) of pupils will be attaining in attaining beyond national/local expectations by June 2023. Data use for equity indicates that learners in the lowest deciles across the school population are now making progress in Numeracy and Mathematics. Through consultation with staff and pupils, highlighted further physical/online resources were required and a need to begin the journey of play-based pedagogy for Mathematics running through all stages (P1 – P7).

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**.
Human Resource – 1FTE delivering support and interventions
Use of the New York model to use across each stage so that staff know the pupils who have 'lots to do' and 'not yet' attaining
Use of the school online tracking system for Teacher Professional Judgement
Use of High-Quality assessments being created and moderated termly
MALT Assessments
Primary curriculum Textbooks, Assessments and Teacher Guides
SNSA
CEM
ACEL Data
Dynamo Maths Subscription
Purchase of teaching resources for play based pedagogy (Use of PEF budget if funds allow)

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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)		
Learners will benefit from robust assessment data being used to guide planning and identify pupils requiring support and to highlight where support is required.	**Performance Information** Use MALT assessments to inform planning and highlight learners who require further support and intervention to continue to narrow the gap, leading to potentially closing the gap for identified learners.	**Qualitative** Learners Pupils to be involved in ongoing reflection and dialogue about their learning, Staff Continue to use and implement MALT assessments to ensure pupils progress in their learning. Have protected times during the year to re assess and identify understanding.		
Learners will benefit from a wide range of assessment data being gathered and used	**Performance Information** Track and monitor progress in attainment of learners using individual digital achievement of a level folder. Staff will populate each learner's folder with regular	**Qualitative** Learners Pupils engage in ongoing reviews and use digital tools to communicate feedback.		

to guide planning and inform groupings.	assessments, MALT, and Sum Dog assessments. Staff will use this data to identify learners requiring support and/or challenge.	Pupils will engage in regular assessments involving a range and variety of sources. Staff Tracking and monitoring termly dialogue. MALT, Sum Dog, and regular assessment data. Upload evidence that shows understanding of concepts from a range of learning activities. In class observations and feedback.		
Identified learners will benefit from additional support provided through interventions within targeted areas within Maths and Numeracy.	**Teacher & Practitioner Professionalism** Implement Dynamo Maths, Catch-Up Numeracy and Number Box as interventions to support learners where data has indicated support and/or challenge required.	**Qualitative** Learners Pupils will be given opportunities to engage in various assessment procedures, so they are aware of their strengths and areas of development. Materials and Interventions available for pupils to access in class. Staff Gather & discuss evidence with pupils to support ongoing progress. Identify targeted support for specific learners and implement strategies and interventions which will be reviewed regularly.		
Learners will benefit from engaging with a digital learning platform to provide additional opportunities for application and assessment of Maths and Numeracy skills.	**Teacher & Practitioner Professionalism** Use Sum Dog platform to support teaching and learning within each class and ensure all staff are using the program's assessment features to provide additional evidence and data to further support teacher professional judgement within attainment.	**Quantitative** Learners Pupils to take part in learning conversations around the importance of using digital tools for effective learning and assessment. Staff Encourage learners to be fully involved in the process and actively engage with success criteria. Staff should encourage pupils to show their understanding through working and explanations.		
Learners will benefit from robust, progressive, wholistic assessment data used to guide planning and inform groupings.	**Curriculum & Assessment** Continuous use of High-Quality Assessments (HQA) next session to obtain robust, holistic evidence to track and monitor learner's knowledge and understanding within Numeracy.	**Quantitative/Qualitative** Learners Pupils to participate in assessment which is planned holistically to observe ability on how to transfer skills across a range of curriculum areas.		

	Moderation of HQA's to ensure consistency and progression across all stages and to validate evidence gathered to track progress.	Staff Create high quality assessments periodically throughout the year to form evidence for progress of achievement of a level and moderate widely.		
Identified learners will benefit from additional support provided through interventions within targeted areas within Maths and Numeracy.	**Teacher & Practitioner Professionalism** Implement targeted support and interventions with learners who receive Free school Meals (FSM), Clothing Grants (CG) and/or are within SIMD 1 and 2, who class teachers identified to work with a cluster Support for Learning teacher last session, within the classroom setting. Track and monitor identified learners to gauge what impact this has had on narrowing the attainment gap.	**Qualitative** Learners Regular learner conversations and high-quality feedback to ensure pupils understand their strengths and next steps. Staff Whole establishment approach to target support through systems and processes in place.		
Regular exposure to Maths concepts will benefit learners as this will provide a balance of learning experiences across both Maths and Numeracy, ensure breadth and depth for all learners.	**School & ELC Improvement** Timetable Maths concepts focus sessions across all classes – to ensure that teaching and learning experiences for all learners are providing a balance within learning between Numeracy and Maths.	**Quantitative** Learners Pupils share interest, enjoyment and planning for choice of concepts. Staff Work collaboratively and collectively to make sure pupils' prior knowledge, strengths and next steps are considered. Ensure Numeracy and Mathematics concepts run concurrently. Samson will be used daily to provide familiarity, progression, and challenge.		
Learners will benefit from engaging within a wide variety of resources to allow them to apply their knowledge and skills in a variety of ways that best suit individual learning styles.	**School & ELC Improvement** Creation of a bank of supplementary resources to further support use of the new textbooks across all classes to provide depth across learning within all aspects of Numeracy and Maths, further supporting increasing attainment.	**Quantitative** Learners Develop transferrable skills to support the use of resources. Staff By working collaboratively develop creative and innovative resources for curriculum development. Participate in Maths Week Scotland events and other Local and National initiatives to encourage and further develop enjoyment and real-life opportunities.		
Learners' knowledge and skills of money management within real life contexts will be developed and extended.	**School & ELC Improvement** Development of learner's skills and knowledge within money management through participation in workshops delivered by Money Advice Scotland and any other relevant external agencies.	**Quantitative** Learners Learners should be involved in understanding budgeting and the digital ways of how money is managed,		

		Staff To source and provide workshops for pupils to take part in. Staff will provide opportunities for pupils to take part in real life activities and experiences with money. Staff should try to make links with DYW to better prepare children for the world of work and budgeting.		
Final evaluation:				

Priority 2: Long Term Outcome What do you hope to achieve? What is going ot change? For whom? By how much? By When?	**Increase engagement and participation in almost all (over 90%) lessons by effectively using digital technology pathways and resources to further strengthen staff practice and enhance learner experiences when accessing the curriculum.**
Person(s) Responsible Who will be leading the improvement?	**SMT & All Teaching Staff**

(Please insert the relevant information below)	
NIF Priority: Improvement in employability skills and sustained positive destinations	**NIF Driver:** School Improvement
NLC Priority: Improvement in employability skills and sustained positive school leaver destinations for all young people	**QI:** 2.2 Curriculum 3.3 Increasing Creativity and Employability
PEF Intervention: Promoting a high-quality learning experience Employability and skills development Professional learning and leadership	**UNCRC:** Article 12 - respect for the views of the child Article 17 - access to information from the media Article 28 - right to education Article 29 - goals of education
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	

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

Following our Digital school validation in June 22 – further build a solid foundation in digital learning to support pupils to access the ever-evolving world of technology and the integral part it plays in accessing the BGE and the world of work. Continue to benefit from collaborating with partners to help increase the use of digital technology and to connect with those organisations and individuals in ways that broaden and enhance teaching and learning.

Staff observations and feedback from pupil consultations indicates that learners are motivated to learn and complete activities when using a digital device. By increasing motivation and engagement within the classroom, will in turn, encourage our learners to attend school, where possible, thus increasing attendance figures across the school.

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**
IPads

Promethean Boards
Microsoft forms, surveys
Class Laptops
Microsoft Teams
Spheros
Micro-Bits
Digital libraries
OR codes
APPS (various)
Connect Us (APP)
External Companies, e.g., JP Morgan, Morgan Sindell

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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)		
Learners will benefit from a progressive consistent approach to teaching and learning which will allow for breadth of skills within all teaching and learning experiences across all stages.	**Teacher & Practitioner Professionalism** Use refreshed digital progression pathway planners.	**Quantitative** Learners Peer & self-assessment to identify what children can do and identify next steps. Staff Teacher professional judgement, in class observations and tracking meetings, professional dialogues will gauge the impact of the progression pathway.		
	Teacher & Practitioner Professionalism Embed the criteria and principals from the "Digital Learning and Teaching Strategy" within teaching and learning across all stages to further develop staff knowledge to continue to enhance learning experiences across school.	**Quantitative** Learners Range and style of questions to be used to identify strengths linked to previous learning to promote dialogue and support deeper thinking. Staff Monitor to gauge impact on progress and effectively assess pupil understanding.by deciding what to assess, plan for assessment, identifying strengths and planning next steps.		
	School & ELC Improvement	**Quantitative** Learners		

	Digital Leaders Calendar of Events will highlight the "app of the Month" focus to further develop skills and confidence in learners and staff to support, challenge and enhance learning experiences. List of apps created by Digital Leaders to detail how apps can be best used to support teaching and learning. Demonstration videos for apps to be created and uploaded onto Teams by Digital Leaders which staff and learners can access for reinforcement.	Use effective feedback that informs the use of appropriate APPS that will enhance learning. **Staff** Plan opportunities to allow children to demonstrate breadth, challenge, and application of their learning	
	Performance Information Schedule termly reviews into the Digital Leaders' Calendar of Events to reinforce learner's responsibilities when using digital technology. Termly attainment meetings will take place to highlight skills developed.	**Qualitative** <u>Learners</u> Pupils to note what they can do with ease and what problems they found more challenging in relation to specific activities. **Staff** Spend time with children to allow them to discuss and explain their thinking to understand each learner and support planning for next steps.	
	School & ELC Leadership Build upon the bank of digital books within the Digital Library to provide additional reading opportunities across all stages.	**Quantitative** <u>Learners</u> Pupils to be at the heart of the creation of the digital library to support their learning. **Staff** Engage in professional dialogue with colleagues to moderate and plan collegiately and to monitor the effective use of the digital library.	
	School & ELC Leadership Work with partners to help increase the use of digital technology and connect further with various organisations and individuals in ways	**Quantitative** <u>Learners</u> Pupils to develop their skillset further through enhanced provision to the world of work	

	that broaden engagement and enhance teaching and learning.	and accessing a curriculum to mee their needs. **Staff** Increase engagement beyond the school by enhancing provision and working with external sources		
Staff take part in peer observations (learning rounds) using various technologies across a variety of curricular areas, staff can then take good practice and implement with teaching to impact learner engagement.	**Teacher & Practitioner Professionalism** Staff to voluntarily engage in learning rounds with a focus on digital. Evaluate practice observed and implement in own classroom.	**Quantitative** **Learners** Share their knowledge and skills learned across other stages. Discus with visiting teacher using HOTS. **Staff** Identify areas they would like to develop with digital in mind and participate in observations.		
Learners will benefit from the self-evaluation process of the European DSA award to further strengthen good practice with regards to digital teaching and learning across the school.	**Performance Information** Audit the current practice in line with the EDSA award, then plan using audit data and SELFIE data for next steps. Implement plan and then evaluate the implementation of the plan and share with all stakeholders.	**Qualitative** Learners All P4 – P7 children conduct SELFIE assessment. Staff Data taken from this will inform next steps for going forward with the European digital award.		
Learners will benefit from an APP overview identifying specific curricular areas where different APPS and digital technologies ca be used to enhance teaching, learning and engagement.	**Curriculum and Assessment** Ideas for the use of specific APPS and digital technologies linked to various curricular areas which will also have a specific focus on Numeracy and Mathematics as this is an area that needs to be developed further to assist in raising attainment.	**Quantitative** Learners Discuss different usage of the APPS and allow for personalisation and choice. Learners embed the skills and digital technologies in all aspects of their learning so that they can access the curriculum fully. Staff Develop teaching and learning practice using digital technologies within Mathematics and Numeracy		

		using the APP help sheet to support direct teaching and learning.		

Final evaluation:

NURSERY: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	In August 2020, New Monkland Nursery Class embarked on an exciting journey to transform our Nursery environment into a calming, home from home experience, by adding authentic and real meaningful resources, supported by the introduction to loose parts play and applying methods of the Curiosity Approach. In August 2021, the Nursery introduced the concept of Planning in the Moment – each week 4 children were selected to be the 'focus child' - their interests were followed, promoted, and taken forward to enhance and support their learning and curiosity. In June 2022, the Nursery team evaluated the progress made so far and further discussed the concept of creativity, and how the role of the adult can support children's divergent thinking while continuing to apply a variety of concepts (The Curiosity Approach and Planning in the Moment) and being able to introduce, observe and take forward the work of a variety of theorists such as Friedrich Frobel, Rudolf Steiner, Maria Montessori and Lev Vygotsky. By June 2023, children's creativity and cognitive skills will increase for almost all (over 90%) children, and they will successfully build and enhance their divergent thinking - building on their creativity and critical thinking skills which in-turn should have a positive impact on all other curricular areas. Staff will be confidently able to set up and deliver well thought out high qualitive provocations using open ended resources, having rich dialogue, and observing the role of the adult in enhancing children's creativity. When assessing children's creativity skills Nursery staff should be able to assess and promote the following 4 stages: **S1 – The Cognitive Process** **S2 – Personality Traits** **S3 – The Product(s)** **S4 – Environmental Influences** Staff should also promote the use of Leuven Scale to help support engagement in creativity by making effective use of HOTS to further support creativity. *"To support cognitive development the learning environment should be rich in opportunities for children to engage with concepts and foster skills for learning, such as reasoning, creativity and problem solving. The choice of experiences on offer should reflect an environment of open-ended possibilities in which children can feel intrinsically motivated to explore and investigate through play - including taking calculated risks and learning from mistakes. Materials should be open ended to develop children's creativity. A simple reorganisation of the resources available might be all that is needed to raise the children's curiosity"* **(Education Scotland, 2020).**
Person(s) Responsible Who will be leading the improvement?	**Nursery Lead and Practitioners**

(Please insert the relevant information below)	
NIF Priority: Placing needs of children at the centre of education	**NIF Driver: 4 –** Curriculum and Assessment

NLC Priority: 3. Improvement in children and young people's health and wellbeing		QI: 3.3: Developing creativity and skills for life		
PEF Intervention: N/A		UNCRC: Article 12 - respect for the views of the child Article 13 - freedom of expression Article 28 - right to education Article 31 - leisure, play and culture		

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
N/A

RATIONALE (WHY?)
Encouraging creativity seems to be very mixed amongst staff. Some staff can be too directive while others are needing more support with how to set up creativity provocations or taking children's creativity forward by asking appropriate questions. Children's creativity can be limited, or too structured and some learning and overall opportunities may be missed if not taken forward.

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**.
Any items needing purchased will be from parental donations and fundraisers.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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)	**DON'T DO THIS SECTION**	**DON@T DO THIS SECTION**
Children to become convergent thinkers and have skilled staff taking their creativity forward using tracking individual development goals	**Curriculum & Assessment** Observations to assess progress of creativity development	(Qualitative) • Swot analysis • Staff questionnaires • Creation of creativity assessment tool • Termly data progress • Planning in the Moment data • New floor books in areas • Risk taking across all curricular areas and activities • 'I wonder' or 'BIG questions' to be promoted		

Parent/Carer knowledge of creativity to be taken forward, built upon and an overall increase in understanding	**Parent/Carer Involvement & Engagement** Parental Involvement and Knowledge to be increased using in-house training with staff	• Creativity Workshops • Possible trip to loose Parts Park • Parental Questionnaire • Parental Feedback • Home Links • Swot Analysis		
	Teacher/Practitioner Professionalism In – house (external when possible) training to explore theorists and implement theory in everyday situations. Increasing children's convergent thinking	• SWOT analysis • In-house PowerPoints • Extra reading during NCT • Dialogue with staff • Video/Media to support • Staff questionnaire/workshops		
Final evaluation:				

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2022-23

North Lanarkshire Council

RATIONALE FOR EQUITY PLAN				
Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**. Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.				

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve	Please indicate what evidence you are going to collect to show impact and progression
Individuals/target groups will benefit from staff knowledge and understanding of continuous progress of attainment across the targeted areas of Literacy, Numeracy/Mathematics, to ensure we raise attainment for all and work towards closing the poverty-related attainment gap further.	50/50 for 1FTE teacher NLC paying half and the other half paid from PEF with a rough costing for our PEF budget being a total of £23,527 for session Aug 22 – June 23	Additional staffing (1FTE) allows for an experienced (1FTE) teacher to be released from class to support children experiencing difficulties in literacy/numeracy, mathematics. With the support of the SMT the teacher will analyse attainment data regularly to evidence impact of progress and interventions being used. This should result in identified individuals/target groups making progress and narrowing the attainment gap for these learners.	Our planned use of PEF for this session is to fund a teacher as our evidence from last session has already shown the positive impact this has made to individuals/target groups whilst working towards closing the attainment gap. Below is an overview of the school population and the progress made last session 21/22 as individuals/target groups are included in this data: **Reading – 74% of school population on track (Majority) – up 12%** **Writing – 67% of school population on track (Majority) – up 9%** **Numeracy – 77% of school population on track (Most) – up 12%** **Mathematics – 81% of school population on track (Most) – up 12%** We have highlighted the individuals/target groups using the New York (NY) model and teacher professional judgement to gather robust data and data that specifically highlights where the gap lies in the areas of Literacy, Numeracy/Mathematics. Example of an aspect of the NY model is below: **Lots to Do**	Baseline assessments at the beginning of the year. Further assessments appropriate to specific needs will be conducted throughout the year to further gather assessment evidence in supporting teacher professional judgement. Assessments conducted _may_ include: YARC MALT CEM PM benchmarking RWI RTIC SWST SNSA Class assessment evidence Primary Maths Assessment Leuven scale observations (before/after) Systems Progress & Achievement (ACEL) School TPJ online tracking system Termly Attainment meetings with staff updating tracking system monthly to ensure we remain on track High quality assessments will also be implemented termly and moderated in house, beyond the cluster and the West

				Below national expectations academically – children with a variety of complex needs and/or circumstances/ experiences making it difficult for them to attain.	Partnership to ensure validity and reliability of achievement of a level.

Aim

Get children into a position where with a prolonged – intensity of concentrated, different inputs over time they could attain. (PEF use to achieve this)

Our aim is to focus on the individuals/target groups who have lots to do (as above) in the hope that these children should continue to achieve success with the level of support/interventions that are in place for them to do so (equity).

Poverty Related Attainment Gap:
12 children (7.8%) across the school population in SIMD 1 & 2
24 children (15.7%) across the school population on GIRFMe plans
27 children (17.8%) across the school population in receipt of FSM
31 children (20.4%) across the school population in receipt of Clothing Grant

EQUITY CHECKPOINT 1: JANUARY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

EQUITY CHECKPOINT 2: MAY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

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	1.1: Self-evaluation for self-improvement	NIF Priorities
Article 2 - non-discrimination	1.2: Leadership for learning	1. Placing the human rights and needs of
Article 3 - best interests of the child	1.3: Leadership of change	every child and young person at the
Article 4 - implementation of the Convention	1.4: Leadership and management of staff	centre of education
Article 5 - parental guidance and child's evolving capacities	1.5: Management of resources to promote equity	2. Improvement in children and young
Article 6 - life, survival, and development	2.1: Safeguarding and child protection	people's health and wellbeing.
Article 7 - birth registration, name, nationality, care	2.2: Curriculum	3. Closing the attainment gap between the
Article 8 - protection and preservation of identity	2.3: Learning teaching and assessment	most and least disadvantaged children
Article 9 - separation from parents	2.4: Personalised support	and young people.
Article 10 - family reunification	2.5: Family learning	4. Improvement in skills and sustained,
Article 11 - abduction and non-return of children	2.6: Transitions	positive school leaver destinations for all
Article 12 - respect for the views of the child	2.7: Partnerships	young people
Article 13 - freedom of expression	3.1: Ensuring wellbeing, equality, and inclusion	5. Improvement in attainment, particularly in
Article 14 - freedom of thought, belief, and religion	3.2: Raising attainment and achievement	literacy and numeracy.
Article 15 - freedom of association	3.3: Increasing creativity and employability	
Article 16 - right to privacy	Specific to HGIOELC	
Article 17 - access to information from the media	3.2: Securing children's progress	NIF Drivers
Article 18 - parental responsibilities and state assistance	3.3: Developing creativity and skills for life	1. School and ELC Leadership
Article 19 - protection from violence, abuse, and neglect	**PEF INTERVENTIONS**	2. Teacher and Practitioner Professionalism
Article 20 - children unable to live with their family	1. Early intervention and prevention	3. Parent/Carer Involvement and
Article 21 – adoption	2. Social and emotional wellbeing	Engagement
Article 22 - refugee children	3. Promoting healthy lifestyles	4. Curriculum and Assessment
Article 23 - children with a disability	4. Targeted approaches to literacy and numeracy	5. School and ELC Improvement
Article 24 - health and health services	5. Promoting a high-quality learning experience	6. Performance Information
Article 25 - review of treatment in care	6. Differentiated support	
Article 26 - social security	7. Using evidence and data	
Article 27 - adequate standard of living	8. Employability and skills development	
Article 28 - right to education	9. Engaging beyond the school	
Article 29 - goals of education	10. Partnership working	
Article 30 - children from minority or indigenous groups	11. Professional learning and leadership	
Article 31 - leisure, play and culture	12. Research and evaluation to monitor impact	
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 | **Education and Families Priorities**
1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
5. Improved outcomes for vulnerable groups | |

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.