



Driving Equity and Excellence

Improvement Action Plans

Session 2023-24

School:	New Monkland Primary School & Nursery
Cluster:	Airdrie Academy
Head Teacher:	Mary Reid

Improvement Plan Summary	
Cluster Priority:	Raise attainment for a specific group of children/young people by fostering resilience, boosting attendance, and further nurturing their life, learning, and work-related skills.
School Priority 1:	Refresh our curriculum by building capacity amongst all to maximise opportunities that develop the four contexts for learning: <i>(opportunities for all learners, interdisciplinary learning, curriculum areas and subjects and the ethos and life of the school and community)</i> highlighting clear links to future skills, e.g., meta-skills.
School Priority 2:	Through a collaborative and strength's-based process build on our universal offering to family engagement with a focus on participation and raising attainment. Utilise community links to further enhance overall teaching, parent/carers and learner experiences.
Nursery Class Priority:	Improve our family engagement through daily and consistent woodland/outdoor sessions and bring together a range of initiatives, e.g., child-initiated learning, learning through play and reconnecting children/families with the natural environment.



Education and Families Priorities

1	2	3	4	5
<p>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p>	<p>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p>	<p>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p>	<p>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>Vulnerable Groups- Improved outcomes for vulnerable groups.</p>
<p>Improvement Actions</p> <ul style="list-style-type: none"> • Raising Attainment Strategy <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • SAC/ PEF Plan <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • GIRFEC <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • 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. • DWY 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. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • 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

New Monkland Primary School & Nursery is situated in the village of Glenmavis, we are a non-denominational school. It is conveniently placed between the original village and housing estates, which are built towards the north end of the village and are easily reached on foot from both areas. At present there is a new housing development ongoing which will offer 150 new homes and be fully completed soon. There are further future developments of housing planned in the village.

The school roll at present is 156, we have 8 classes across the school, 7 of them are currently being used, we also have a large GP room, cooking kitchen and meeting room. The school has a term time Nursery Class that provides pre-5 education for 3- and 4-year-olds and delivers 1140hrs. When at capacity we have a roll of 32 children who are in full time. The Nursery is joined onto the school, and they have a spacious lunch area, playroom, and outdoor area.

There are currently 11 teaching staff, with one member of staff working part-time and one being a probationer teacher. The management team is made up of the Head Teacher (Acting) and two Principal Teachers, one of who is also acting. The teaching staff are supported by two ASNa, one Classroom assistant and one senior clerical. At present the Nursery has one lead practitioner (acting), two NL9 practitioners, two NL7 early learning and childcare keyworkers and one NL4 support worker. Catering, cleaning and our (acting) janitor complete the staffing at New Monkland Primary school and Nursery.

Our Vision:

At New Monkland Primary School and Nursery, we are committed to providing the highest quality learning experiences for all our children by creating a fun, happy, meaningful, and inclusive environment. We are ambitious, innovative, and dedicated to supporting and educating all our children in partnership with parents/carers and the wider community so that every individual can realise and achieve their full, individual potential, no matter their background. We work effectively together as a team to set challenging and aspirational goals, where everyone is given opportunities to achieve excellence and celebrate success. 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 have fully embedded Rights Respecting across our school and nursery and following consultation in 2019 our values were updated in line with what we represent as a school and nursery and these are fully embedded into our practice and across our school community: We are a Gold Rights Respecting school/nursery, and this also helped us on our journey of refreshing 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

Our Aims:

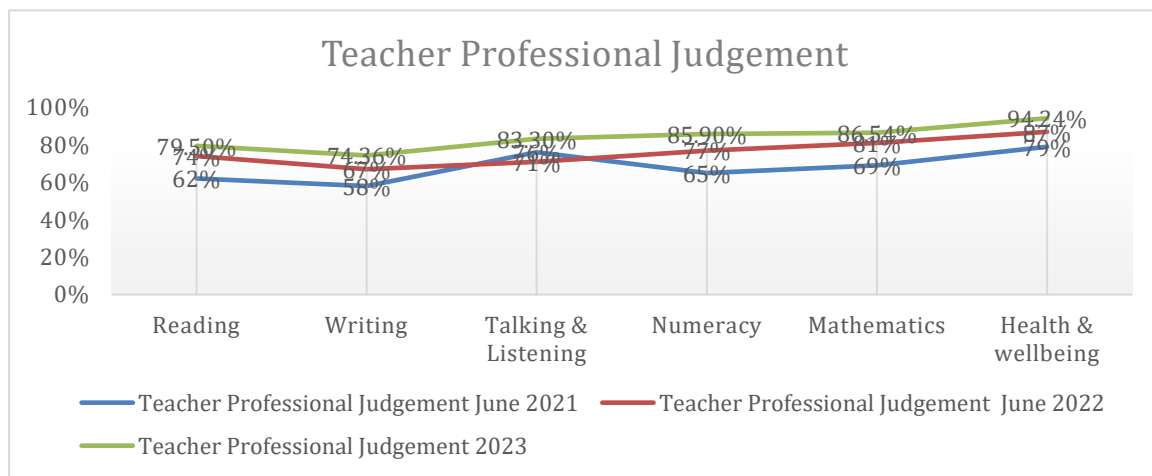
We aim to continually improve the quality of learning and teaching experiences by being innovative, reflective and looking forward, we actively seek new opportunities to inspire and motivate our children in their learning so that they can continually develop their skills and knowledge, we promote inclusion by welcoming, valuing and supporting a range of individual needs including diversity and fostering tolerance and understanding of the beliefs and cultures of others, we work collaboratively with parents/carers, pupils and the wider community to help prepare all our children for the future. We pledge to do this by improving our already existing very good learning and teaching and assessment practice and by using effective ways that help to raise achievement and allow all children to realise their potential, we encourage lifelong learning by collaborating with the community and beyond. We actively listen and learn together, and staff take part in significant professional development. We celebrate success by Respecting the rights, dignity, and values of all and we ensure all children are safe, happy, and thriving both personally and academically.

We are not a Scottish attainment challenge school, but we do receive support through the pupil equity fund, our funding for session 22/23 is £26,950. We consult with all stakeholders to ensure our PEF spend reflects what our children need and require and to ensure equity in experiences for all. This session we have used PEF to retain a member of our teaching staff which has allowed an experienced member of staff to be released from class to work full time across the week targeting various learners across the staged intervention process. We are in the second year of our improvement plan and are starting to notice that our attainment is on the rise across Literacy and Numeracy/Mathematics. As of August 2022, we have 12 children (7.8%) across the school population in SIMD 1 & 2, 23 children (14.7%) across the school population in receipt of FSM/CG and 4 children (2.6%) across the school population in receipt of CG only.

Our combined attainment data across key stages P1, P4 and P7 over time is highlighted below:

Combined Attainment Data P1, P4 & P7 (76)	National Average 20/21	NLC Average	School Data			
			18/19	20/21	Actual attainment 21/22	Actual Attainment 22/23
			19/20 data was not collected -COVID			
Reading	75%	75.0%	78.6%	64%	85.7%	90.78%
Writing	70%	74.0%	74.3%	54.3%	76.8%	89.47%
T & L	83%	81.1%	79.6%	82%	91%	94.73%
Numeracy	75%	82.6%	71.6%	67.3%	83.9%	90.78%

Below is also the data collated for the school population based on teacher professional judgement 21/22/23, the data clearly highlights positive trends in attainment with an upward trajectory year on year since 2021 with MOST to ALMOST ALL of our learners attaining:



School population 2021 – 156

School population 2022 – 152

School population 2023 – 156

Reading – 75% of school population on track (Majority) – up 6% on last session
Writing – 74% of school population on track (Majority) – up 9% on last session
Talking & Listening 83% of school population on track (Most) – up 11.3% on last session
Numeracy – 86% of school population on track (Most) – up 7% on last session
Mathematics – 87% of school population on track (Most) – up 5% on last session
HWB – 94% of school population on track (Almost all) – up 6% on last session

Factors affecting progress consist of a lack of resilience, at times along with. Social and economic factors, e.g., displacement within families.

We were inspected in October 2018, our learning teaching and assessment were highlighted as very good for our learning and engagement, quality of teaching, effective use of assessment, planning, tracking, and monitoring. Raising attainment and achievement was highlighted as satisfactory as the majority of our children were achieving appropriate levels. This is an area we have worked incredibly hard on over the past 3 years and the data above reflects where we are now with most of our children 75 – 90% attaining appropriate levels. Our goal for this session 22/23 is to ensure almost all 91% - 99% of our children are attaining the level required.

During session 21/22 our attendance was on average 94.7% which is above Scottish Government and NLC average. So far this session our attendance is 95% and is currently the highest across our cluster and above the Scottish Government and NLC average.

We have **zero exclusions** as we have skilled staff guided and supported by the AHT and we are now trained in various interventions/strategies through our universal offering. We have created a warm, caring/nurturing culture across the school and nursery, and this is cascaded throughout our whole community and our families. Strong partnerships with our parents/carers and other agencies allow us to do our best at getting it right for every child in our care.

We are incredibly proud of our attendance year on year and our zero exclusions and would highlight this as one of our many good news stories.

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 provide a secure and stimulating environment where the children can learn effectively. We also aim to provide a broad and balanced curriculum and staff/pupils use their own initiative to adapt the curriculum to suit learners needs. Children are encouraged to engage actively in their learning across both the school and nursery. We operate an open-door policy for our parents/carers, and we have 2 parent/carer consultations across each session. We also have regular check ins with parents/carers across each year.

Our Parent Council and our Parent Teacher Association came together to form what is now known as the NMPS/NC Parent Partnership group. They fully engage in the life and work of the school and nursery, and they are incredibly supportive to our whole school/nursery community. We place significant importance on close links with all our parents/carers and having communication at the heart of all we do allows us to work together by allowing our values, vision and aims to be embedded not only across the school and nursery but right across the whole Glenmavis community. We take immense pride in our school/nursery, and we embody the phrase: *'It takes a village to raise a child.'*

Pupils at New Monkland Primary transfer to our cluster high school Airdrie Academy. We have a strong working relationship with the staff at Airdrie Academy which allows for a smooth and effective transition for all our primary pupils living daily our motto, 'Standing together we are great.'

We have successfully engaged with all our pupils/parents/carers/partners making better use of digital technology, e.g., how we gather views/feedback as this helps identify our areas for improvement and our good news stories. Telephone/in person consultations with parents/carers to review GIRFMe plans take place termly and we use social media effectively to update/engage parents/carers, such as, TWITTER, website and more recently our CONNECTUS APP. We engage our learner's using technology in an efficient and effective way, providing a balance of non-digital and digital learning, all our children across the school have access to their own IPAD, teachers also have their own IPAD and laptop. When collaborating with our partners we hold both in person/virtual meetings, where we highlight any support required, for both families and our learners, our families can approach us and know they will, be supported by us as best as we can.

2023-24 Improvement Plan

Cluster Vision and Values

Our cluster vision and values can be viewed in more detail on this [link](#).

Our vision is: **“Standing together WE are great”**.

Our vision represents our shared idea of working together effectively and efficiently to achieve common goals.

Our vision is built on the principles of trust, open-communication, shared decision-making, mutual respect and a sense of common purpose.

In this vision, the teams of diverse individuals from different backgrounds and experiences come together to leverage their strengths, overcome obstacles and drive innovation. The outcome is a collective effort that is greater than the sum of its individual parts, resulting in the achievement of outcomes that might not have been possible to attain otherwise.

Because, standing together, we are great!

Our cluster values are the beliefs, principles and attitude that we hold. They define what is important to us in the Airdrie Academy cluster, helping to establish a common culture and foster a sense of unity amongst us.

Our individual establishments are aligned to our values, creating a strong foundation of trust, cooperation and collaboration.

Our values are:

- 1. Active**
- 2. Skills for Work**
- 3. Success and Resilience**
- 4. Community**

They were co-created by the children and young people across the Airdrie Academy cluster to what is important to them and represent what is at the core of Airdrie Academy cluster.

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)

- A collegiate working party was formed last session, made up of representatives from each establishment who would take forward the cluster improvement priorities. This has been

useful in sharing best practice and identify trends, patterns and issues.

- A cluster learning week took place in October 2022 and again in March 2023, with stakeholder surveys, focus groups with parents/carers, school based staff, children and young people. It also encompassed direct observation of cluster interventions and supports.
- A cluster 'coffee and cake' event took place in February 2023, with a range of stakeholders invited to share good practice, identify trends/issues and feed into the cluster improvement priority identification and needs analysis.
- An attendance survey was conducted in March 2023, sent to all parents/carers. Staff interviews also took place with the FESA in identified establishments to capture the views of staff on why children and young people do not attend school.
- Tracking and monitoring takes place termly for the cluster, with the data forming the cluster data dashboard that provides an outward look against virtual comparators clusters to form improvement. It is this triangulation of evidence and support that drives forward the cluster improvement priorities.



2023-24 Improvement Plan

Cluster 1: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

Raise attainment for a specific group of children/young people by fostering resilience, boosting attendance, and further nurturing their life, learning, and work-related skills.

Person(s) Responsible

Who will be leading the improvement?

Clare Welsh (Cluster Chair), Gordon Reid (Cluster Lead) and Cluster collegiate working party with representation from across each establishment.

(Please insert the relevant information below using the codes above)

NIF Priority: 2

NIF Driver: 3

NLC Priority: 1

QI: 2.4

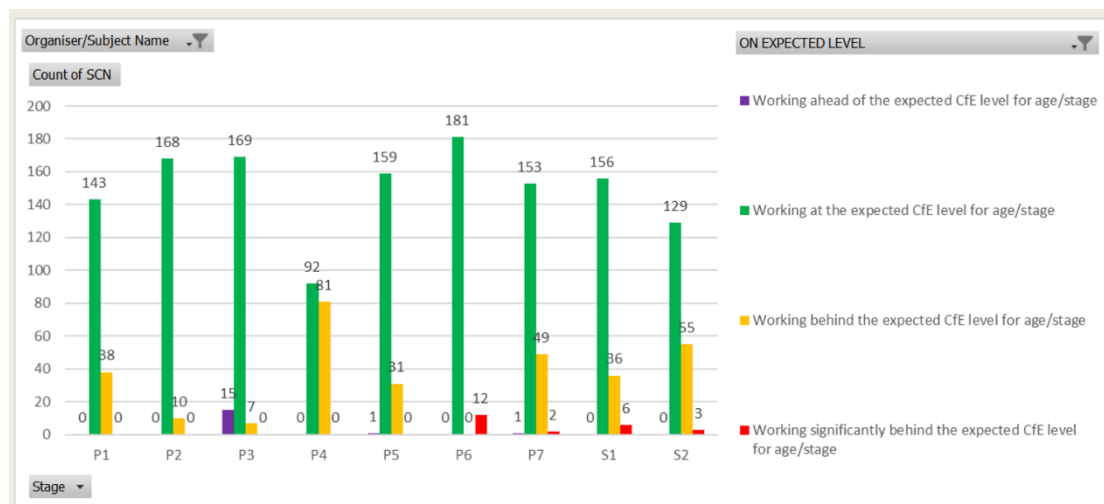
PEF Intervention:

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 a priority? What data did you have to support this?

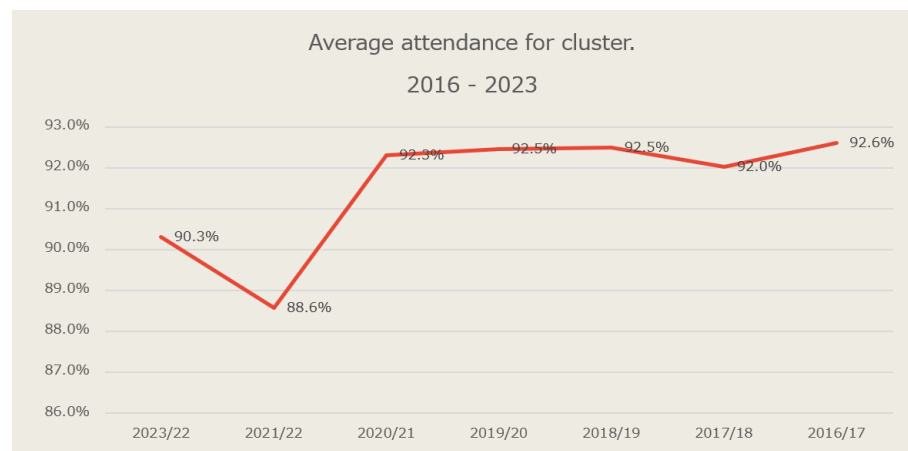
Attainment in numeracy within the BGE highlights significant numbers of children and young people working below their age related stage expectation, previously the cluster has focussed on literacy/writing supports and therefore capacity is now required to be built for improvement in numeracy.



Attainment in literacy is a continuing priority from last session, focussing on a moderation event to take place in November 2023. This would allow colleagues from across the cluster to come together to moderate a piece of writing and begin the journey towards outward self evaluation and moderation, which was lost during Covid-19 restrictions.

Improving attendance is a continuing priority for the cluster and can be built on this session with the introduction of our Family Engagement Support Assistant (FESA). The trajectory for attendance this session is going in the right direction, however work is required to bring a consistent approach

across the cluster for the handling of non-attendance, the planning around the child/young person who isn't attending and how this fits within the GIRFEC framework.



P1	91.7
P2	90.7
P3	91.6
P4	92.0
P5	91.0
P6	91.2
P7	90.0
S1	89.8
S2	86.1
S3	79.6
S4	81.7
S5	86.1
S6	86.9

1	81.27
2	85.42
3	86.89
4	86.19
5	86.63
6	90.08
7	84.28
8	92.24
9	90.04
10	91.21

Building resilience for pupils and families is a continuing priority that encompasses the holistic, community based supports that are available across Airdrie for our children, young people and their families. We all know that to improve attendance, attainment and achievement, the basic wellbeing needs must be met first and education is now in the position to support this through access to school based counselling, third sector projects, the family support service and our effective work with partners in educational psychology, CL&D and social work.

Develop skills for learning, life and work fits directly with our values in Airdrie Academy Cluster. The Airdrie Ambassador programme was a great success this academic session and evidenced partnership working across the cluster, sharing of resources and expertise and culminated in a lovely event that celebrated the success with families. This priority will continue to evolve and develop across this session.

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 2 Cluster Attainment Teacher

FTE X 1 Family Engagement Officer Support

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

Third sector based supports.

Counselling budget for clusters.

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 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		

<p>Raising attainment in Numeracy</p> <p>1) 90% of the 37 identified pupils in P5 and P6 will move from inconsistent to on track in numeracy at the expected level by December 2023.</p> <p>2) 50% of the identified 4 pupils working behind their expected CfE level/age in P5 numeracy will move from inconsistent to on-track by December 2023.</p> <p>3) 50% of the 26 identified pupils in P6 working at their expected CfE level in numeracy will move from not on track to inconsistent/on track by December 2023</p>	<p>The cluster attainment teachers will work be deployed to work with identified pupils in the following schools to December 2023.</p> <p>Chapelside PS Golfhill PS Rochsolloch PS Victoria PS Tollbrae PS</p> <p>They will make use of the NLC progression pathways and a CPA approach to teaching numeracy.</p> <p>They will work with each group daily from August to December, working specifically on building number fluency and confidence.</p> <p>The data will be reviewed in December 2023 and CAT teachers will then be re-deployed form January to June based on the findings.</p>	<p>CAT teachers will meet with class teachers initially to review areas of difficulty, they will plan their intervention and delivery intensively.</p> <p>Tracking and monitoring meetings will take place in October and December with CIIL and Cluster Chair and ACEL uplift will taken early in January.</p> <p>The learning week in March will provide an opportunity for direct observation of intervention and support delivery.</p> <p>The CAT teacher will complete pre-assessment diagnostic in August 2022 and again in December 2023.</p>		
<p>Raising Attainment in Literacy</p> <p>1) 85% of teaching staff involved with the teaching of writing between P1 – S2 in the cluster will take part in a moderation event in November 2023.</p> <p>2) Teaching staff will rate the session at least 3/5 for usefulness in their own teaching practice.</p>	<p>The cluster collegiate working party will plan a moderation event in November 2023, focusing on moderation of writing across the BGE. This will be supported by the cluster moderation champions.</p> <p>The session will take place in an afternoon with a focus on professional dialogue, using the CfE Benchmarks and engaging in discussion to assess a level of achievement in a specific area of writing.</p> <p>The cluster support teachers will provide literacy support to Airdrie Academy young people in S1 to</p>	<p>A survey will be conducted at the end of the session for staff to provide feedback and quantifiable measure of success in relation to their own teaching practice.</p> <p>The results from this will form ongoing plans for extending moderation for the remainder of the year.</p>		

<p>3) 50% of the identified 8 young people in S1 who are working at their expected CfE level in writing will move from inconsistent to on track by December 2023.</p> <p>4) 90% of the identified 25 pupils in primary 2 who have not achieved early level, will move from inconsistent to on track for achievement by December 2023.</p>	<p>support them achieving second level as quickly as possible.</p> <p>The cluster support teachers will also work with:</p> <p>Golfhill PS Victoria PS Tollbrae PS Rochsolloch PS</p> <p>This academic session to ensure that P2 pupils who have not achieved early level are supported to do this as quickly as possible.</p>			
<p>Improving attendance</p> <p>1) All schools within the cluster will follow a consistent approach to the management of attendance in line with the GIRFEC framework by October 2023.</p> <p>2) Attendance this session will improve by at least 5% for 60% of the 25 identified S2 young people by June 2024.</p> <p>3) Average attendance across the cluster will increase by 1% from 90.3% by June 2024.</p>	<p>The Family Engagement Support Assistant will work with 25 identified S2 young people in the cluster who had an S1 attendance between 70% - 80%, monitoring closely their attendance and supporting them and their family to engage in their education.</p> <p>Based on stakeholder surveys carried out this session, a comprehensive attendance policy for use across the cluster will be implemented by October 2023, this will include agreement on letter wording, scenarios where letters would not be sent, expectations on home visits and welfare checks and when it would be appropriate to refer to the cluster to gain additional support from the FESA.</p> <p>The Cluster Chair and Cluster Lead will hold termly attendance meetings with identified children, young people and families across the year who have poor attendance, this will support GIRFEC approach to planning and reviewing and a pro-</p>	<p>The FESA will compile monthly attendance reports, using current attendance % as a baseline for measuring against.</p> <p>The FESA will share updates with the Named Person and work with schools, third sector and partners to support families or the most appropriate pathways/referrals required.</p> <p>The CIIL will provide cluster updates on attendance in October, January, March and May, to allow a pro-active approach and early and effective intervention to take place.</p> <p>Schools will utilise their universal supports for supporting school attendance – exploring their curriculum and best fit for children and young people, Barnardos,</p>		

	active approach to managing attendance.	parent sessions, HSPO, CL&D and Educational Psychologist.		
<p>Building resilience for pupils and families.</p> <p>1) At least 100 children, young people and families from across the cluster will be supported to build resilience by June 2024.</p> <p>2) Outcomes Star data will show an increase to at least 4 on the journey of change for feelings & behaviours for 50% of the children and young people taking part in additional level programmes by June 2024.</p> <p>3) Pupil exclusions in the cluster will be reduced by 8% from 196 openings to 180 by June 2024.</p>	<p>Using VANL funding and sharing of resources and expertise a range of supports will be offered at additional level this session to support children, young people and families. This will include utilisation the Wellbeing Hub to provide an equitable delivery across the cluster.</p> <p>Supports could include: Hope for Autism transition for early years, Reeltime Music for secondary and Cook-a-long for all stages. Specific programmes will be based on the need across the cluster.</p> <p>The projects will be diverse to target all age ranges from early years to S4.</p> <p>Children and young people facing exclusion will have pro-active planning around their needs with a multi-agency approach where required and access to wider supports in line with the GIRFEC framework. This will include looking at alternatives to exclusions through effective use of nurture spaces, PEF spends and cluster resources.</p>	<p>Children, young people and families will be identified through professional dialogue with Cluster Lead as part of planning for children's wellbeing meetings.</p> <p>Children and young people being supported additional level will have an Outcomes Star completed prior to the intervention and then again at the end, this data will be shared with the cluster lead who will coordinate the measurement of impact.</p> <p>Children and young people being identified for the projects will be scoring below 4 for feelings & behaviours on their baseline star.</p> <p>A review star should be completed every term as per NLC guidelines.</p> <p>Third sector supports will also be evaluated at start and finish by the providers themselves and the Cluster lead.</p> <p>The CIIL will provide cluster updates on exclusion data in October, January, March and May, to allow a pro-active approach and early and effective intervention to take place.</p>		
<p>Develop skills for learning, life and work.</p> <p>1) At least 20 children and young people from across</p>	<p>The Airdrie Ambassador programme will allow children and young people across the cluster to experience a range of activities that are planned to build their confidence and self esteem and develop their skills for learning, life and work.</p>	<p>A baseline star will be completed using Outcomes Star, the children and young people identified to take part will be scoring below 4 for confidence and self -esteem.</p>		

<p>the cluster will benefit from the Airdrie Ambassador programme this session.</p> <p>2) Outcomes Star data will show an increase to at least 4 on the journey of change for confidence and self-esteem for 50% of the children and young people part in the additional level programmes by May 2024.</p>	<p>The programme will be supported by colleagues across the cluster working collegiately and in partnership, sharing resources and expertise and will culminate in a celebration event at the end of term.</p> <p>The project will target children and young people who lack confidence, self esteem, friendships issues and all establishments across the cluster will be encouraged to take part.</p>	<p>A review star will be completed every term as per NLC policy and final stars will be completed for May 2023 to measure the impact of change.</p>		
<p>Final evaluation:</p>				

<p>Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?</p>	<p>Update and refresh whole school curriculum rationale to include play-based learning and an enquiry approach to teaching and learning, incorporating outdoor learning for all classes. All stakeholders will be consulted to update the school vision, values and aims taking into account the current political landscape, and relevant approaches to pedagogy. To meet the needs of learners across all stages.</p>
<p>Person(s) Responsible Who will be leading the improvement?</p>	<p>SMT and all teaching staff</p>

<p>(Please insert the relevant information below using the codes above)</p>	
<p>NIF Priority: Improvement in skills and sustained positive school leaver destinations for all young people</p>	<p>NIF Driver: Curriculum & Assessment School and ELC Improvement</p>

NLC Priority:	QI: 2.2 Curriculum 3.2 Developing creativity and skills for life
PEF Intervention: Social and emotional wellbeing. Employability and skills development.	Developing in Faith/UNCRC: Article 3 – best interests of the child Article 6 – life, survival and development Article 12 – respect for the views of the child Article 28 – right to education Article 29 – goals of 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:

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

To continue to improve attainment within Literacy and Numeracy, and to further meet the needs of learners within our establishment, a refresh of the curriculum would allow us to adapt current pedagogy to incorporate a play based and enquiry approach to learning which would allow learners to become critical thinkers, providing opportunities for meta skills and skills for life, learning and work to be developed.

As our school vision, values and aims were created in 2019, an update to these would reflect the learners, parents/carers, staff and educational landscape which we are currently within to best suits the needs of all.

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.**

PASS Assessments?

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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 engaging within a curriculum which has an agreed pedagogical approach providing equity with the 7 Design Principles embedded, ensuring that each child's unique needs are being met.	<p><u>Curriculum and Assessment</u> Engage in self-evaluation of the 4 contexts of learning and identify adaptations necessary in relation to the current political landscape.</p> <p>Staff consultation to review and develop the approach to the curriculum, embedding the 7 design principles.</p> <p>Learner consultation using HIGIOS to gather pupil voice in relation to refreshing the curriculum.</p>	<p><u>Quantitative Learners</u> Formative and Summative assessment results. Class teacher and SLT observations.</p> <p><u>Staff</u> Formative and Summative assessment results. Teacher Professional Judgement (TPJ).</p> <p><u>Qualitative Learners</u></p>		

	<p>Learner and parent/carer consultations in relation to the 4 capacities.</p> <p>Consultation with all stakeholders to revise the school vision, values and aims.</p> <p>Collegiate staff working to monitor consistency of pedagogy within class planning.</p> <p>SLT to monitor and track curriculum design and pedagogy during learning rounds.</p>	<p>Increase in learner engagement across the curriculum.</p> <p><u>Staff</u> Tracking and monitoring dialogue.</p>		
<p>Learners within Primary 2-7 will benefit from improved pedagogical practice in Numeracy with the incorporation of play-based learning and exploration within teaching and learning experiences.</p>	<p><u>Curriculum and Assessment</u> Integrate play based and exploratory pedagogy within Numeracy in P.2-7.</p> <p>Facilitate opportunities for play and exploration within the Numeracy learning context.</p> <p>Staff to engage in CLPL to improve staff knowledge of practice and pedagogy.</p> <p>Regular collegiate moderation to monitor consistency and progression within pedagogy within Numeracy. Parental workshops to inform and update of changes to teaching and learning approaches within Numeracy.</p> <p>MALT assess all P.2-7 at the beginning of session to gather baseline data to monitor and track impact on attainment across the year.</p> <p>Use MALT data at beginning and end of session to track progress in attainment in comparison to previous academic years.</p>	<p><u>Quantitative</u> <u>Learners</u> Formative and Summative assessment results. MALT assessment data. SLT observations. Monitoring & Moderation. Learner feedback. Class teacher and SLT observations. Learner engagement in critical thinking and exploratory play learning experiences. Formative and summative assessment results. ACEL Data. Self-evaluation information using "How Good is our Play for Learning".</p> <p><u>Staff</u> Formative and Summative assessment results. MALT assessment data Observations - TPJ. Levels of staff participation/ engagement in CLPL. Evaluations and feedback. PRD discussions.</p>		

		<p>Pre and post staff questionnaires.</p> <p>Qualitative <u>Learners</u> Increase in learner engagement across the curriculum.</p> <p><u>Staff</u> Tracking and monitoring dialogue.</p>		
<p>Learners within Primary One will benefit from high quality play for learning and exploratory learning experiences embedded in teaching and learning across all curricular areas.</p>	<p><u>Curriculum and Assessment</u> Use the Curiosity approach and Realising the Ambition to guide class planning, ensuring learning experiences provide opportunities for play, exploration and critical thinking.</p> <p>Build upon current resources to enable a wider variety of play experiences across all curricular contexts.</p> <p>Moderation with staff across all stages to monitor consistency and progression within pedagogy.</p> <p>Parental workshops to inform and update of changes to teaching and learning pedagogy within P.1. Create a natural and motivational learning environment, both indoors and out, similar to learner's previous ELC experience.</p>	<p>Qualitative <u>Learners</u> Class teacher and SLT observations. Learner engagement in critical thinking and exploratory play learning experiences.</p> <p><u>Staff</u> TPJ PRD discussions.</p> <p>Quantitative <u>Learners</u> Formative assessment results. SNSA results. SLT observations. Monitoring & Moderation Summative & Formative assessment data. Feedback from learners. Benchmark & YARC assessment data. MALT assessment data. Leuven Scale.</p> <p><u>Staff</u> Benchmark & YARC assessment data. MALT assessment data. Formative assessment results. SNSA results. TPJ observations.</p>		

		Levels of staff participation/ engagement in CLPL. Evaluations and feedback. Leuven Scale.		
Learners across all stages will benefit from participating in regular Outdoor Learning experiences, having opportunities to learn within a multi-sensory learning environment to promote creative thinking.	<p><u>Curriculum and Assessment</u> Timetable and safeguard regular opportunities for classes across the school to access the woodland area and local environment.</p> <p>Provide learning opportunities where learners can engage in exploratory play and critical thinking within a natural environment.</p> <p>Provide CLPL for staff to improve staff knowledge of practice and pedagogy.</p> <p>Collegiate working to create a space and utilise the outdoor environment to support and challenge open-ended provocations which spark interest and aid exploration and enquiry</p>	<p>Qualitative <u>Learners</u> Observations. Feedback from learners. Creative contexts developed with staff within a range of stimulating and multi-sensory experiences.</p> <p><u>Staff</u> Feedback from learners, Observations.</p> <p>Quantitative <u>Learners</u> PASS Assessments? Leuven Scale.</p> <p><u>Staff</u> PASS Assessments? Leuven Scale.</p>		
Learners will benefit from a curriculum which has clear links to the world of work (DYW) and which promotes the development of Meta skills for the future.	<p><u>Curriculum and Assessment</u> Evaluate and revise current progression pathways for Developing the Young Workforce (DYW).</p> <p>Include Meta Skills within DYW progression pathways.</p> <p>Termly planning to include more opportunities for high quality learning experiences within the DYW context, embedding the Meta Skills for lifelong learning and work.</p>	<p>Qualitative <u>Learners</u> Application of skills within a variety of challenging and creative contexts.</p> <p><u>Staff</u> Increased knowledge and understanding and improved pedagogy.</p>		
Final evaluation:				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Support through a universal offering to all families and children by signposting services, advice, and support. By working together, our overall aim is to improve outcomes and wellbeing further for both children, families, and the community. Utilise the expertise of all stakeholders and make use of space both in the school and across the Glenmavis community.
Person(s) Responsible Who will be leading the improvement?	SMT and all teaching staff

(Please insert the relevant information below using the codes above)				
NIF Priority: 1 Placing the human rights and needs of every child and young person and the centre of education		NIF Driver: 3 Parent/ Carer Involvement and Engagement		
NLC Priority: 3 Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing		QI: 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equity and inclusion		
PEF Intervention:		Developing in Faith/UNCRC: Article 3 – best interests of the child Article 5 – parental guidance and child's evolving capacities Article 18 – parental responsibilities		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? <p>We currently have a strong HWB universal offer, whilst our attainment in HWB has significantly improved to (almost all – 94%) there is a further need still for family support. As a school we have noted a heightened need to build resilience not just amongst learners which we are making an impact with but with our families. Families are seeking support from us in ways we have never experienced before, whether that be personal support, financial support or their own mental health and wellbeing support. We are fully aware of the need for positive relationships with our families and to have them included and involved in their child's learning to achieve positive outcomes for all as this can only have a positive and healthier impact on family life which then in turn impacts their child in school.</p> <p>Following stakeholder consultation family engagement is an area that was highlighted for us to include in our SIP for 23/24. We are keen to engage with families not just through academia but also in more relaxed settings by using our woodland space and other areas in our local community.</p>				
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. Educational Psychologist Wellbeing Base / Hub Cluster resources Universal offer in school – Seasons for Growth, LIAM, Outcome Star Leuven scale				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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)		

<p>Learners will have outdoor Learning opportunities available to them both in school and within the local community.</p>	<p><u>School & ELC Improvement</u> Designated time for each class to visit the woods and explore local area with the support of family members.</p> <p>Staff knowledge of local area to be developed further. Use of one of the In-service days in August to familiarise with the local area and risk assess.</p> <p>Timetable will be drawn up, so classes have support to attend the woods and community areas as and when required.</p> <p><u>Performance Information</u> Target children P6 and P7 (attendance falls below 80% and/or requires nurture), Opportunities to become woodland ambassadors and support Nursery Class also with woodland visits.</p>	<p><u>Qualitative Learners/Staff</u> Professional dialogue meetings</p> <p>Staff, pupil, family evaluations</p> <p><u>Quantitative Staff</u> HWB Tracking</p> <p>Use of Outcome Star where needed</p> <p>Monitor attendance of targeted children to see an increase by at least 5%.</p> <p>SDQ questionnaire</p>		
<p>Parents and carers to have more opportunities to be in school alongside their child and engage in their learning.</p>	<p><u>Teacher and Practitioner Professionalism</u> Working time agreement has been refreshed and agreed highlighting more events during and after school that parents can attend and engage in.</p> <p><u>Parent/Carer Involvement and Engagement</u> At least one event each term. A mix of before 3pm and after 3pm to cater for working parents also.</p> <p>A focus on HWB at events to allow parents/carers the opportunity to ask questions and develop an understanding of our HWB programme as this is an area, that is also becoming quite contentious, particularly sexual health.</p>	<p><u>Qualitative Learners</u> Uptake on engagement opportunities – survey attendance</p> <p>Feedback from parents/ carers on events and how we could improve and or what they liked</p>		

<p>Learners to have more opportunities to share in success and wider achievement out with school.</p>	<p><u>School Leadership</u> Establish school choir again, carols by candlelight, sheltered housing visits, local companies</p> <p>Rookie Rockstars event near Easter to tie in with Mental Health and Wellbeing</p> <p>HWB Events, e.g., Airdrie Ambassadors Cluster initiative</p> <p>Strathclyde Park P7 experience</p>	<p>Qualitative <u>Learners/Staff</u> Informal feedback from pupils, parents/carers</p> <p>Professional Dialogue – Termly meetings</p> <p>Quantitative <u>Staff</u> Boxhall profiling of targeted children for Airdrie Ambassadors (3 children, 1.95% of school population)</p> <p>Outcome Star used effectively to track children at additional level, (8 children, 5.16% of school population)</p>		
<p>Family wellbeing initiatives will be delivered in house and accessible to all parents/carers</p>	<p><u>Teacher and Practitioner Professionalism</u> Educational psychologist (Gerry Cope) will provide support with wellbeing with a focus on stress/anxiety workshops that parent/carers can attend. 'Parent Wellbeing Workshop.</p> <p><u>Parent/carer Involvement and Engagement</u> Parent introduction to nurture and resilience – Educational Psychologist will deliver resilience toolkit training to staff at the August Inservice day and will then do follow up coaching sessions termly for staff to support the use of the resilience toolkit.</p> <p>Seasons for Growth – Parent and child sessions will be offered.</p> <p>Targeted families to work alongside and liaise with Shannon Jack the</p>	<p>Qualitative <u>Staff</u> Feedback from parents/carers - questionnaires/forms/ information boards</p> <p>Monitor uptake of offers</p> <p>Parental Engagement/ use of space within the school for Breast Feeding Parents</p> <p>Feedback from parents/carers on the space provided</p> <p>Quantitative <u>Staff/Learners</u> Outcome star to measure success of targeted children (8 as, above) Regular HWB Tracking and professional dialogue meetings</p>		

	<p>cluster FESA to help improve attendance and overall wellbeing.</p> <p><u>Parent/carer involvement and engagement</u></p> <p>Breast Feeding Friendly school – To progress this further work with Glenmavis Breast feeding Community Champion (Jenny Shannon – new mum).</p> <p>Highlight space to have a space in school that is accessible to mums / carers that she will promote within the local Breast-Feeding Group</p>	<p>Engagement with cluster services – track attendance at events/groups</p>		
<p>Final evaluation:</p>				

Nursery Priority: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

During session 22/23, 50% of our children had the opportunity to access the woodland adventure sessions which was mainly led by one member of staff. Following consultation with all stakeholders this highlighted the benefits of such experiences for all our children. Our staff team are eager to open this experience up to enable all children to take part in the woodland adventure sessions as well as offering a variety of experiences out in our local environment and on a more regular and consistent basis.

Parents/Carers and staff through observation, consultation and evaluation further highlighted the numerous benefits these sessions were having on child independence, resilience, and development of our youngest learners. Therefore, throughout session 23/24 and by observing and assessing what the benefits will be for all children and the effects this is having by being able to access such experiences over the 2-year period within the nursery will give us a more concise picture of individual child development and highlight strengths.

By June 2024 our aim is that 100% of our children will be experiencing the woodland adventure sessions and local community experiences. Staff members and our parents/carers will have the opportunity to share their knowledge and skills which will enable them also to be confident, access training where possible and to engage in and lead their own learning at the woodlands and withing their local environment.

Person(s) Responsible

Who will be leading the improvement?

Mrs Mair, Nursery Lead and all Nursery Staff.

(Please insert the relevant information below using the codes above)

NIF Priority:

Placing the human rights and needs of every child and young person at the Centre of education.

NIF Driver:

School and ELC Improvement

NLC Priority: School and ELC Improvement

QI:3.1: Ensuring wellbeing, equality and inclusion

PEF Intervention:

N/A

Developing in Faith/UNCRC:

Article 3 - best interests of the child
Article 13 - freedom of expression
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?) Why have you identified this as a priority? What data did you have to support this?

As a staff team we have observed the benefits to our preschool children's well-being and engagement across all areas of the curriculum. The outdoor environment provides a learning environment that allows for flexibility and freedom for child-initiated learning and other innovative approaches. Opportunities to take part in playful and meaningful activities which nurture the instinctive human ability to learn by overcoming risk, challenge and/or problems.

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

EXPECTED IMPACT (SHORT TERM TARGETS)

What will be the benefit for learners (be specific)?

INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?

What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.

HOW WILL YOU TRACK PROGRESS? MEASURES

What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)

EVALUATION CHECKPOINT 1 (Internal Process)

EVALUATION CHECKPOINT 2 (Internal Process)

Increase in staff knowledge and confidence will enable us to sustain the progress of the previous improvement plan - promoting children's curiosity, convergent thinking and creativity.	<u>Teacher & Practitioner Professionalism</u> Practitioner professionalism and development. Peer working and shared leadership will promote a highly skilled staff team with shared values.	<u>Quantitative</u> <u>Staff</u> SWOT analysis Termly data progress. Floor books Staff PDR Dialogue with staff taff questionnaire/workshops		
Increase in children's confidence and skills such as language and communication and social skills.	<u>ELC Improvement</u> Improvement in children and young people's health and wellbeing.	<u>Qualitative</u> <u>Learners</u> Observation/Dialogue Children's adventure floor books. Parental feedback.		
Increase in parental engagement and involvement within the woodlands and local community.	<u>Parent/Carer Involvement and Engagement.</u> Partnerships and Family learning Exploring aspects of the local community such as shops, sheltered housing and Library visits.	<u>Qualitative</u> <u>Staff</u> Parental participation and involvement. Exploring the local community involving the parents. Feedback from local community.		

Final evaluation:

PEF ALLOCATION: £26,950

SAC RESOURCE: N/A

EDUCATION & FAMILIES
EQUITY PLAN 2022-23

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
<p>Individuals/target groups will benefit from staff knowledge and understanding of continuous progress of attainment across the targeted areas of HWB, Literacy, Numeracy/Mathematics, to ensure we raise attainment for all and work towards closing the poverty-related attainment gap further.</p>	<p>(0.6) FTE PEF match funding teacher NLC paying half and the other half paid from PEF with a rough costing for our PEF budget being a total of £18.000 for session Aug 23 – June 24</p> <p>(0.2) allocated from PEF for probationer giving us a 1FTE has also now allowed for the release of an experienced teacher to deliver writing across the whole school for NCCT with a focus on continuing to raise attainment for our identified target children/groups. Writing is a target area across our cluster also. Our current data for the whole school population is <i>Writing – 74% of school population on</i></p>	<p>Additional staffing (0.6FTE) allows for an experienced (1FTE) teacher to be released from class to support children experiencing difficulties in HWB, literacy/numeracy, mathematics.</p> <p>With the support of the SMT/cluster 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 this cohort of learners.</p>	<p>Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve</p> <p>Our planned use of PEF for this session is to fund a 0.6 teacher as our evidence from the past 2 years has already shown the positive impact this has made to individuals/target groups whilst working towards closing the attainment gap.</p> <p>Below is an overview of the whole school population and the progress made last session 22/23 as individuals/target groups are included within this data:</p> <p><i>Reading – 75% of school population on track (Majority) – up 6% on last session</i> <i>Writing – 74% of school population on track (Majority) – up 9% on last session</i> <i>Talking & Listening 83% of school population on track (Most) – up 11.3% on last session</i> <i>Numeracy – 86% of school population on track (Most) – up 7% on last session</i> <i>Mathematics – 87% of school population on track (Most) – up 5% on last session</i> <i>HWB – 94% of school population on track (Almost all) – up 6% on last session</i></p> <p>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 HWB, Literacy, Numeracy/Mathematics.</p> <p>Example of an aspect of the NY model is below:</p>	<p>Please indicate what evidence you are going to collect to show impact and progression</p> <p>Baseline assessments at the beginning of the year.</p> <p>Further assessments appropriate to specific needs will be conducted throughout the year to further gather assessment evidence in supporting teacher professional judgement.</p> <p>Assessments conducted <u>may</u> include, but not inclusive to:</p> <p>YARC MALT CEM PM benchmarking RWI RTIC SWST SNSA Class assessment evidence Primary Maths Assessment Leuven scale observations (before/after)</p> <p><u>Systems</u> Progress & Achievement (ACEL) SDQ School TPJ online tracking system Termly monitoring and tracking of attainment meetings with staff.</p> <p>High quality assessments will also be implemented termly and moderated in house, beyond the cluster and the West Partnership to ensure validity and</p>

	<p><i>track (Majority) – up 9% on last session, however we aim to continue to raise attainment in this area so that (most 75% – 90%) of our children are attaining in writing.</i></p>		<p><u>Lots to Do</u> Below national expectations academically – children with a variety of complex needs and/or circumstances/ experiences making it difficult for them to attain.</p> <p><u>Aim</u> 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).</p> <p>Poverty Related Attainment Gap: 12 children (7.8%) across the school population in SIMD 1 & 2 23 children (14.7%) across the school population in receipt of FSM/CG 4 children (2.6%) across the school population in receipt of CG only.</p>	<p>reliability of achievement of a level for target children/groups.</p> <p>New York model to identify gaps and target support timeously.</p>
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Appendix 1:
When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
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<p>Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights</p>	<p>1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life</p> <p><u>PEF INTERVENTIONS</u></p> <p>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</p> <p><u>Education and Families Priorities</u></p> <p>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</p>	<p>NIF Priorities</p> <ol style="list-style-type: none"> 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. <p>NIF Drivers</p> <ol style="list-style-type: none"> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
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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.