

Noble Primary School



***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2019-20**

<b>School/Establishment:</b>	Noble Primary School
<b>Date Submitted:</b>	14 <sup>th</sup> June 2019
<b>Scottish Attainment Challenge School:</b>	Yes
<b>Pupil Equity Fund Allocation:</b>	£58, 800

## Education and Families Priorities

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

#### Improvement Actions

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

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

#### Improvement Actions

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

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

#### Improvement Actions

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

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

#### Improvement Actions

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

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

**Improvement Actions**

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

## School Vision and Values



### Our Aims:

- To create an inclusive, safe and nurturing learning environment, where everyone is treated equally and everyone's rights are respected.
- To work together to create opportunities for our learners to develop as confident individuals, effective contributors and responsible citizens.
- To develop a progressive, challenging and meaningful curriculum, providing learning experiences that enable all learners to develop skills for learning, life and work.
- To establish effective partnerships between school and home, partner agencies and the wider community to reinforce our core values and empower our children to become successful learners
- To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.



## **Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

### **Details of engagement with parents/carers**

- Monthly jotter feedback information
- Feedback from showcase of learning events and Open Hour
- HMIE survey (January 2019)
- Pupil Equity Fund Consultation
- Regular updates on school priorities via newsletters
- Monthly Parent Council feedback

### **Details of engagement with learners**

- HMIE survey (January 2019)
- Pupil Council consultation
- House Captain consultation
- M.A.D. groups
- Rights Respecting Schools Steering Group
- Pupil Focus Groups including learner conversations
- Class self-evaluation
- Learner discussions

## 2019-20 Improvement Plan

<b>Priority 1:</b>	To continue to develop high quality learning and teaching approaches at all stages so as to impact positively on learner attainment and achievement.
<b>Priority 2:</b>	To improve attainment levels in numeracy and literacy through effective tracking, moderation and assessment.
<b>Priority 3:</b>	To improve emotional, mental and social wellbeing of learners through developing approaches to nurture and rights based curriculum.

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

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improved outcomes for vulnerable groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Early intervention and prevention</li> <li>2. Social and emotional wellbeing</li> <li>3. Promoting healthy lifestyles</li> <li>4. Targeted approaches to literacy and numeracy</li> <li>5. Promoting a high quality learning experience</li> <li>6. Differentiated support</li> <li>7. Using evidence and data</li> <li>8. Employability and skills development</li> <li>9. Engaging beyond the school</li> <li>10. Partnership working</li> <li>11. Professional learning and leadership</li> <li>12. Research and evaluation to monitor impact</li> </ol>	<ol style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children's Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy;</li> <li>2. Closing the attainment gap between the most and least disadvantaged children;</li> <li>3. Improvement in children's and young people's health and wellbeing; and</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>

<i>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.</i>	<b>Developing in Faith Themes</b>	<i>All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i>  <i>The articles can be found <a href="#">here</a>.</i>
	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	
5. Serving the common good.		

<b>IMPROVEMENT PRIORITY 1:</b>	To continue to develop high quality learning and teaching approaches at all stages so as to impact positively on learner attainment and achievement.				
<b>Person(s) Responsible</b> Who will be leading the improvement?	<b>Daniel Murray, Head Teacher</b> <b>All Staff</b>				
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	5. Promoting high quality learning experience 11. Professional learning and leadership 12. Research and evaluation to monitor impact	2 Teacher Professionalism 4 Assessment of Children's progress 6 Performance Information	1 Improvement in Attainment, particularly in Literacy and Numeracy. 2 Closing the Attainment Gap	1 Improvement in Attainment, particularly in Literacy and Numeracy. 2 Closing the Attainment Gap	RRS Article 28 - Right to Education RRS Article 29 - Goals of Education

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
1.1 All stakeholders will be consulted in the creation of a shared understanding of what effective learning and teaching looks like at Noble Primary School.	<ul style="list-style-type: none"> <li>✚ Staff to engage with GTCS standards, HGIOS 4, and NLC learning and teaching policy to agree on a shared understanding of what high quality learning and teaching looks like at Noble Primary School.</li> <li>✚ Pupils to contribute to self-evaluation through use of HGIOURS, focussing on the learning provision.</li> <li>✚ Review monitoring pro-forma of classroom practice to reflect on the agreed 'shared standard'.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-evaluation activities.</li> <li>✓ Pupil focus group findings from engagement with HGIOURS?</li> <li>✓ Learning and Teaching policy based on agreed understanding.</li> <li>✓ Revised monitoring pro-forma to support self-evaluation and consistency of learning and teaching.</li> <li>✓ Classroom learning visits and learning walks will show consistency of practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collegiate time used to create shared understanding of learning and teaching.</li> <li>▪ Professional reading resources.</li> </ul>	By September 2019
1.2 Learners are aware of their next steps in learning through consistent use of assessment is for learning strategies.	<ul style="list-style-type: none"> <li>✚ Audit current use of AiFL strategies in classrooms. Agree on a range of strategies to be used at each stage.</li> <li>✚ Share and showcase examples of effective AiFL at all stages which promote learner engagement.</li> <li>✚ Learners will be supported to identify learning targets for literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-evaluation activities.</li> <li>✓ Staff to showcase good practice at collegiate time.</li> <li>✓ Peer learning visits.</li> <li>✓ Evidence of pupils setting and reflecting personal learning targets.</li> <li>✓ Pupil learning conversations.</li> <li>✓ Monitoring of learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify any AiFL resources as required.</li> <li>▪ Professional reading resources.</li> <li>▪ Support from NLC Pedagogy Team (TBC)</li> </ul>	By October/November 2019 (SLT learning visit focus).
1.3 In P1 and P2, learners' engagement and participation will increase through developing a play based approach.	<ul style="list-style-type: none"> <li>✚ Identify appropriate CLPL through Play Scotland, Upstart Scotland, visits to other establishments etc.</li> <li>✚ Build on good practice from P1 practitioner enquiry with Educational Psychologist.</li> <li>✚ Pilot 'planning in the moment' and become increasingly responsive to the children's interests and ideas when planning from the experiences and outcomes.</li> <li>✚ Track and monitor skills and engagement levels.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pre and post assessments using engagement scales and other relevant data including standardised assessments.</li> <li>✓ Pupil focus groups.</li> <li>✓ Tracking records of individuals and groups monitoring skills development.</li> <li>✓ Classroom learning visits.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course costs to be met by PEF (TBC).</li> <li>▪ Class cover to be arranged to allow P1 and P2 staff to visit other establishments.</li> </ul>	Check Points: November 2019  February 2020  May 2020

	<ul style="list-style-type: none"> <li>✚ Continue to receive support from Educational Psychologist as required including VERP.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Support from Educational Psychologist to measure impact of playful pedagogical approaches.</li> </ul>		
<p>1.4 All learners will benefit from improved learning experiences as staff engage with and implement creative approaches to learning and teaching.</p>	<ul style="list-style-type: none"> <li>✚ All classes will be encouraged to utilise the outdoor environment as a stimulating context for learning in their weekly timetable.</li> <li>✚ Identify opportunities to share good practice in using ICT to support learning and identify CLPL as appropriate.</li> <li>✚ Staff will work in teams/groups to research creative approaches to learning through collegiate time.</li> <li>✚ Using the 'small test of change' model, staff will identify a suitable and stimulating context for learning to implement new methodology.</li> <li>✚ Staff will implement the new methodology using a 'plan, do, review' approach.</li> <li>✚ Staff will periodically review their findings and share their findings with colleagues.</li> <li>✚ Peer visits and learning walks will be facilitated to share good practice.</li> <li>✚ Staff will then showcase and share good practice.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observations show that almost all classes are using the outdoor learning environment weekly.</li> <li>✓ Classroom learning visits and learner conversations.</li> <li>✓ Use of ICT is a feature in most lessons.</li> <li>✓ Pre and post staff evaluations.</li> <li>✓ Range of impact data evident from staff practitioner enquiry including pupil questionnaires, assessment results, engagement scales.</li> <li>✓ Staff CLPL records.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional ICT equipment to be purchased including 30 x iPads and 3 x interactive boards (Approx. £10, 000).</li> <li>▪ Collegiate time allocated to allow staff to engage with research and plan together.</li> <li>▪ Additional resources to support creative learning approaches</li> </ul>	<p>Check Points:</p> <p>November 2019</p> <p>February 2020</p> <p>May 2020</p>



**PRIORITY 1: To continue to develop high quality learning and teaching approaches at all stages so as to impact positively on learner attainment and achievement.**

**Evaluative Statement & Actual Impact/ Evidence**

**November**

**February**

**May**

<b>IMPROVEMENT PRIORITY 2:</b>	To continue to improve attainment levels in numeracy and literacy through effective tracking, moderation and assessment.				
<b>Person(s) Responsible</b> Who will be leading the improvement?	<b>Danielle O'Neill, Class Teacher (Pedagogy Practitioner)</b> <b>Carolyn Mitchell, Principal Teacher (Attainment)</b> <b>All Staff</b>				
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	4 Targeted approaches to Literacy and Numeracy 7 Using evidence and data	2 Teacher Professionalism 4 Assessment of Children's progress 6 Performance Information	1 Improvement in Attainment, particularly in Literacy and Numeracy. 2 Closing the Attainment Gap	1 Improvement in Attainment, particularly in Literacy and Numeracy. 2 Closing the Attainment Gap	RRS Article 3: Best interests of the child. RRS Article 28: Right to Education RRS Article 29: Goals of Education

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p>2.1 Increase the number of learners on track to achieve expected levels of attainment in literacy with a particular focus on P3 and P6.</p> <p><b>P3: Increase attainment in reading by 5% (Current level 74%).</b></p> <p><b>P6: Increase attainment in reading by 5% (Current level 55%).</b></p>	<ul style="list-style-type: none"> <li>✚ All staff able to use a range of assessment data to track and monitor pupil attainment including ACEL and standardised assessments (CEM, SNSA etc).</li> <li>✚ Use of staged intervention process and GIRFEC procedures.</li> <li>✚ Continue to implement and evaluate P1 refresh programme, identifying appropriate interventions as necessary.</li> <li>✚ Consistency of Active Literacy approaches across the school ensuring pace and challenge.</li> <li>✚ Termly pupil progress meetings used to identify pupils not on track to achieve, and to ensure appropriate pace and challenge.</li> <li>✚ Targeted interventions in place for those pupils not on track to achieve, particularly those living in SIMD 1 &amp; 2.</li> <li>✚ Wave 3 programme to be used with identified P3 pupils.</li> <li>✚ Read, Write, Inc. programme to be used with identified P6 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Previous and current levels of attainment gathered from classroom assessment and standardised assessments for all learners.</li> <li>▪ Target setting from Pupil Progress meetings.</li> <li>▪ Pre and post assessment data gathered from interventions including YARC, PM Benchmarking, classroom assessments.</li> <li>▪ Classroom learning visits and pupil learning conversations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active Literacy Courses.</li> <li>▪ Literacy Coach released to track and monitor interventions (0.29 FTE Staffing, approx. £8,550 August 2019 to March 2020)</li> <li>▪ Read, Write, Inc resources (To be costed).</li> </ul>	<p>Attainment Reviews: August 2019</p> <p>October 2019</p> <p>January 2020</p> <p>April 2020</p>
<p>2.2 Increase the number of learners on track to achieve expected levels in numeracy with a particular focus on P2 and P6.</p> <p><b>P2: Increase attainment in numeracy by 3% (Current level 80%)</b></p> <p><b>P6: Increase attainment in numeracy by 5% (Current level 55%).</b></p>	<ul style="list-style-type: none"> <li>✚ All staff able to use a range of assessment data to track and monitor pupil attainment including standardised assessments including MALT, CEM, SNSA etc.</li> <li>✚ Termly pupil progress meetings used to identify pupils not on track to achieve and to ensure appropriate pace and challenge.</li> <li>✚ Targeted interventions in place for those pupils not on track to achieve, particularly those living in SIMD 1 &amp; 2. These may include Number Box, Maths Recovery and Catch Up Numeracy.</li> <li>✚ Consistency of teaching approaches across the school to ensure pace and challenge.</li> <li>✚ Number Box to be used for identified P2 pupils and Catch Up Numeracy to be used for P6 pupils.</li> <li>✚ Staff CLPL to be identified in numeracy as required Eg. Stages of Early Arithmetical Learning, Teaching Numeracy at First and Second Level.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Previous and current levels of attainment gathered from classroom assessment and standardised assessments for all learners.</li> <li>▪ Target setting from Pupil Progress meetings.</li> <li>▪ Pre and post assessment data gathered from interventions including MALT, Catch Up Numeracy and Number Box assessments.</li> <li>▪ Classroom learning visits and pupil learning conversations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of additional staffing PEF ASNA (12.5 hours approximately £8, 195) to implement Number Box resource.</li> <li>▪ Principal Teacher implementing Catch Up Numeracy (Use of additional staffing).</li> </ul>	<p>Attainment Reviews: August 2019</p> <p>October 2019</p> <p>January 2020</p> <p>April 2020</p>

<p>2.3 Increase accuracy of teacher professional judgement through effective use of assessment and moderation with Bellshill Academy Cluster schools.</p>	<ul style="list-style-type: none"> <li>✚ Roll out of Pedagogy Practitioner CLPL sessions led by identified staff lead.</li> <li>✚ All cluster schools to engage with Education Scotland Moderation Hub particularly: <ul style="list-style-type: none"> <li>▪ Learning, teaching and assessment</li> <li>▪ Gathering a wide range of appropriate, robust evidence</li> <li>▪ Evaluate and monitor pupils' progress</li> <li>▪ Reporting</li> </ul> </li> <li>✚ Identify times/opportunities for staff across the school community (Early Learning Practitioners, Primary and Secondary Teachers) to meet at regular intervals to plan the process of moderation.</li> <li>✚ Development of periodic assessments using connected experiences and outcomes, learning intentions and success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff views and evaluations.</li> <li>▪ Range of assessment used to confirm professional judgement levels.</li> <li>▪ Consistency in teaching, learning and assessment.</li> <li>▪ Classroom learning visits.</li> <li>▪ Collegiate/cluster moderation.</li> <li>▪ ACEL data.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pedagogy Practitioner - Danielle O'Neill, Class Teacher.</li> <li>▪ Collegiate time - (Suggested that programme consists of 6 x 1.5 hour sessions)</li> <li>▪ Cluster moderation: November 2019, February 2020, May 2020.</li> </ul>	<p>November 2019</p> <p>February 2020</p> <p>May 2020</p>
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**PRIORITY 2: To improve attainment levels in numeracy and literacy through effective tracking, moderation and assessment.**

**Evaluative Statement & Actual Impact/ Evidence**

<b>November</b>	
<b>February</b>	
<b>May</b>	

<b>IMPROVEMENT PRIORITY 3:</b>	To improve emotional, mental and social wellbeing of learners through developing approaches to nurture and rights based curriculum.				
<b>Person(s) Responsible</b> Who will be leading the improvement?	<b>Margaret Bruce, Principal Teacher</b> <b>All staff</b>				
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
1.1 Self evaluation for self-improvement 2.4 Personalised support 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion	1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 10. Partnership working	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	3. Improvement in children and young people's health and wellbeing.	RRS Article 12: Right to express views RRS Article 24: Right to health care RRS Article 28: Right to education

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
3.1 All stakeholders will have an increased understanding of the nurture principles and Adverse Childhood Experiences (ACEs).	<ul style="list-style-type: none"> <li>✓ Conclude staff training on Nurture Principles and choose one aspect to improve further through self-evaluation.</li> <li>✓ Parental workshop around Nurture and ACEs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff evaluations</li> <li>▪ Evidence of self-evaluation and analysis of next steps (action plan)</li> <li>▪ Record of parental/pupil engagement events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collegiate time/CLPL</li> <li>▪ Educational Psychologist to facilitate CLPL (Dates to be confirmed).</li> </ul>	<p>Self-evaluation to be completed by November 2019</p> <p>Parents' workshop by February 2020</p>
3.2 Improve relationships and behaviour throughout the school by understanding that every behaviour is a communication.	<ul style="list-style-type: none"> <li>✓ Implement reviewed relationships policy with a focus on restorative conversations and consistency in approaches.</li> <li>✓ Introduce peer mediation in P6 to support restorative discussions in the playground.</li> <li>✓ Whole school assembly focus on relationships.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduced number of bullying type behaviours.</li> <li>▪ Reduced number of exclusions.</li> <li>▪ Evaluations from Peer Mediations.</li> <li>▪ Evaluation and review of whole school policy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educational Psychologist to facilitate CLPL (Dates to be confirmed).</li> <li>▪ Assembly programme.</li> </ul>	<p>Checkpoints: November 2019 February 2020 May 2020</p>
3.3 All learners will have an increased understanding of the UN Convention on the Rights of the Child through working towards UNICEF's Rights Respecting Silver Award.	<ul style="list-style-type: none"> <li>✓ Clear focus on Right of the Month, discussed and displayed in class and around the school. Right of the Month is also shared with parents through newsletter and Twitter.</li> <li>✓ Whole school focus on learning about 'Global Goals' through IDL leading to a showcase of learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence from Right of the Month from classroom visits and displays around the school.</li> <li>▪ Discussions with pupils show an understanding of the UNCRC.</li> <li>▪ Evidence of Global Goals IDL work at whole school showcase.</li> </ul>	<ul style="list-style-type: none"> <li>▪ UNICEF RRS Resources (£200)</li> </ul>	<p>Showcase by October 2019</p> <p>Checkpoints: November 2019, February 2020, May 2020.</p>
3.4 Improvement in social, emotional and mental wellbeing for identified pupils.	<ul style="list-style-type: none"> <li>✓ Roll out of Nurture Group for identified pupils.</li> <li>✓ Continued engagement with The Spark Counselling service (one day per week).</li> <li>✓ Pilot of Do Be Mindful resource for identified classes.</li> <li>✓ Engagement with Physical Active Health Leaders to facilitate small group or individual interventions (Through Scottish Attainment Challenge offer).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Boxall Profiles for identified pupils.</li> <li>▪ Health and wellbeing assessments.</li> <li>▪ Analysis of engagement scales.</li> <li>▪ Strengths and difficulties questionnaires for identified pupils.</li> <li>▪ Teacher evaluation of observations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Be Mindful Programme and CLPL for identified classes (£2, 500).</li> <li>▪ Enhanced Music Programme (0.2 Music Instructor approx. £9000 cost met through PEF).</li> <li>▪ The Spark Counselling Service (£11, 200)</li> </ul>	<p>Music Instruction by August 2019</p> <p>Nurture Group by September 2019</p> <p>Do Be Mindful training by October 2019.</p>

<p>3.5 Increased family learning opportunities around developing positive mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>✓ Programme of events offered to families by Community Learning and Development Worker including massage for kids, meditations, laughter yoga.</li> <li>✓ Continued engagement with CAMHS early intervention service through Scottish Attainment Challenge.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluations from CL+D events.</li> <li>✓ Levels of participation in family learning.</li> <li>✓ Strengths and difficulties questionnaires for identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cost of CL+D Worker met through Scottish Attainment Challenge.</li> </ul>	<p>Calendar to run throughout the year. Checkpoint in November 2019 and February 2020.</p>
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**PRIORITY 3: To improve emotional, mental and social wellbeing of learners through developing approaches to nurture and rights based curriculum.**

**Evaluative Statement & Actual Impact/ Evidence**

**November**

**February**

**May**