North Lanarkshire Council

Driving Equity and Excellence

Noble Primary School Improvement Action Plans

Session 2020-21

DRAFT

School:	Noble Primary School
Cluster:	Bellshill Academy Cluster

Improvement Plan Summary	
Cluster Priority:	To develop the support around the school system and improve outcomes for children and families in Bellshill.
School Priority 1:	To raise attainment in literacy and numeracy through high quality learning and teaching within the broad general education.
School Priority 2:	To develop digital learning pedagogy across all stages, ensuring quality and equity for all learners.
School Priority 3:	To further develop the mental, social, emotional and physical health of all staff, children and families.

Noble Primary School

Resilience • Achievement • Respect • Honesty

Education and Families Priorities

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

Improvement Actions
- Raising Attainment Strategy
  - o 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
  - o 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
  - o 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
  - o 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
  - o 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
  - o 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
  - o 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
  - o 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
  - o 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
  - o 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
  - o The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
  - o Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

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

- Support for Families/Young People at Risk

  - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.

- Care Experienced Young People

  - There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.

- Support for Adults

  - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?

    - School Leadership
    - Teacher Professionalism
    - Assessment of Children's Progress
    - Parental Engagement
    - School Improvement
    - Performance Information

- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

Noble Primary School Vision and Values

Vision: Working together to create a nurturing, inclusive and rights respecting community, where learning is exiting, challenging and relevant.

Our core values are Respect, Achievement, Resilience and Honesty.

Working in partnership across our community to enable all of our children to become responsible citizens, effective contributors, confident individuals and successful learners.

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

- Digital parent surveys
- Feedback from pupil reports
- School newsletter updates
- Parent Council
- Feedback from parent events
- Sharing jotters with parents

Details of engagement with learners

- Rights Respecting Schools Steering Group
- Pupil Council feedback
- Pupil Focus Groups using How Good is OUR School?
- Class self-evaluation activities
- Learner discussions
- GIRFMe planning discussions and Health and Wellbeing surveys

Noble Primary School

Resilience • Achievement • Respect • Honesty

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:

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

	Developing in Faith Themes		
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 5. Serving the common good.	*All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.* *The articles can be found here.*	

2020- 21 Cluster Improvement Plan

Cluster Improvement Priority:	To develop the support around the school system and improve outcomes for children and families in Bellshill.				
Person(s) Responsible Who will be leading the improvement?	Cluster Chair and CIIL, supported by Education and Families Manager, Cluster HTs				
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
1.3, Leadership of Change 2.4 Personalised Support 3.1 Improving wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	• Early intervention and prevention • Social and emotional wellbeing • Engaging beyond the school • Partnership working	1.School Leadership 2.Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress	3. Improvement in children's and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	RRS Article 12 – Right to express views RRS Article 24 – Right to health care Article 28 – Right to an education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation ? When will outcomes be measured? Checkpoints?
A clear vision is established for cluster working which places positive outcomes for children at its heart.	• Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working.	✓ Evaluations from all cluster stakeholders in February and May.	• Cluster meetings	By October 2020 mid-term break
All practitioners across the cluster are familiar with the GIRFEC refresh to ensure that: • Assessment • Planning • Implementation of interventions are in place for those children and young people who need more assistance.	• Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role	✓ 100% of staff trained and implementing the GIRFEC pathway. ✓ Data on revised staged intervention approach will show decreasing numbers as stages escalate	• GIRFEC refresh	Date for training TBC.
The revised Support around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.	• Establishment of the cluster wellbeing team. • Deliver training for the wellbeing team around the new Support around the School system.	✓ CWT fully formed and supporting children and families via the GIRFEC pathway. ✓ All members of the CWT trained and implementing the new Support around the School System.	• Documentation around the new Support around the School System.	Implementation of Support around the School System from October 2020.

The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families.	• Long term location of the base finalised. • Integrated Cluster Wellbeing Team develop the base in terms of resource and functionality.	✓ Children and their families accessing the base and receiving appropriate support as identified via the GIRFEC pathway.	• Furniture for the teaching space and family room. • Admin resources for the wellbeing team.	Base to be fully functional by April, 2021.
All establishments in the cluster are supporting families experiencing poverty via a robust 'Poverty Proofing Our School/ Centre' policy.	• All heads of schools and centres will produce a 'Poverty Proofing Our School/ Centre' policy for their own establishment. • 'Connecting Families' (Club 365 intensive model) is included in revised 'Support around the School' meetings.	✓ Policies are written. ✓ Increased number of referrals from schools to the Financial Education Team.	• Guidance paper for policies.	Policies to be written by the end of February, 2021

Evaluative Statement & Actual Impact/ Evidence	
November	
February	

2020-21 School Improvement Priority 1

Improvement Priority 1:	To raise attainment in literacy and numeracy through high quality learning and teaching within the broad general education.				
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	✦ Targeted approaches to literacy and numeracy ✦ Promoting a high-quality learning experience ✦ Differentiated support ✦ Using evidence and data ✦ Employability and skills development	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

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
1.1 Develop effective learning teaching approaches within the broad general education.	• Use refreshed curriculum narrative from Education Scotland and additional advice relating to Covid 19, to inform changes to planning and curriculum rationale. • Initial recovery period will focus on literacy, numeracy and health and wellbeing. • Revisit Noble's *Core Components of Effective Learning and Teaching* from previous session (2019-2020) and implement across all stages. • Review planning for IDL. IDL contexts should be responsive to learners' interests. IDL contexts will be carefully planned to develop literacy, numeracy and digital skills across learning, utilising the outdoor space where possible. • Continue with play-based learning approach in P1 and P2 in line with current health and safety guidance. • Continue to share good practice across the school.	✓ Results of staff and parent questionnaire. ✓ Learning visits. ✓ Results from pupil focus group. ✓ Learners' experiences will reflect curriculum rationale. ✓ Staff/pupil evaluations.	• NLC Curriculum Guidance • COVID-19 NLC Guidance • Education Scotland Curriculum Refresh resources • Collegiate time – joint planning.	CfE Refresh training by 24 Sept 2020. P1 and P2 Play assessment dates TBC
1.2 Maximise use of outdoor learning in the broad general education.	• Outdoor area to be zoned and timetabled for all classes to use as often as possible. • Identify whole school focus eg. Muir Award, Developing School Grounds, Eco Scotland Award as a context for learning within first term. • https://outdoorlearningdirectory.com to be considered as a resource for planning, in light of Scottish Government advice. • Create local partnerships with business, enterprise, parents, local community to enhance provision.	✓ Learning visits. ✓ Learners' experiences through focus group ✓ Classes will be visibly out more	• Collegiate time to be identified for joint planning/preparation of resources.	By December 2020 WTA: Working Party x hrs

				Staff CLPL Records
	• Working party to be established to organise outdoor learning provision starting with numeracy and loose parts play. • Teachers planning should include regular outdoors as a context for learning as well as PE, Daily Mile etc. • CLPL available through Education Scotland website.	✓ Achievement of any external awards eg. Eco Scotland		Staff CLPL Records
1.3 Increase the number of learners on track to achieve expected levels in numeracy and literacy.	• Throughout first term, staff will draw on a range of assessment information to identify starting points for learning (use of standardised assessments including SWST, MaLT, PiPs and CEM). • New tracking system, Progress and Achievement, to be used to capture Teacher Professional Judgement. This will replace current ACEL data spreadsheet. • Pupil Progress Meetings will be held 3 times through the year to focus on tracking data and BGE experiences. • Gaps in learning will be addressed through careful planning and staged intervention framework. • Targeted interventions will be offered to support individuals or small groups within a class, following appropriate risk assessments.	✓ Use of standardised assessment data and other tracking information. ✓ CfE Benchmarks for Literacy and Numeracy will be used to support teachers' professional judgement. ✓ Progress and Achievement Attainment snapshot dates: Sept, Nov, Feb, May ✓	• MaLT Assessment data • CEM Assessment data • SWST Assessment data • ACEL data • Tracking information	By May 2020 WTA: Dates for Pupil Progress Meetings 3 x 1.5 hours per year. See annual monitoring calendar.
1.4 Increase accuracy of professional judgements through the development of high-quality assessments and moderation within and out-with the school.	• Revisit use of four feature planning for interdisciplinary learning to create high quality assessments in literacy and numeracy to ensure a shared standard. • Following moderation, teachers planning will show connections across learning and appropriately bundled Experiences and Outcomes. Learning intentions and criteria will be reflective of the progression frameworks and CfE benchmarks. • Teachers will continue to plan collaboratively to develop a shared understanding of the standards and to moderate planning. • Staff to continue to collaborate with Bellshill Academy Cluster school staff to moderate writing in the first instance. • Bellshill Cluster Schools to adopt literacy progression pathways and use this to assess and track pupil progress. • All Bellshill Cluster schools will use the SEEMIS programme, Progress and Achievement to track ACEL data.	✓ Four Feature plans to be used to plan high quality assessments in Literacy (writing) and Numeracy. ✓ Criteria identified is in line with progression pathway and identifies high quality experiences in line with Es and Os. ✓ Moderation with Bellshill Academy Cluster Colleagues.	• CLPL to be identified for Four Feature Plan refresh for new staff. • Assessment of BGE document, Education Scotland • Pedagogy Practitioner support	WTA: 3 x 1 hour stage joint planning meetings (See calendar) Cluster Moderation: INSETS in November '20 and February '21

Evaluative Statement & Actual Impact/ Evidence	
November	
February	

2020-21 School Improvement Priority 2

Improvement Priority 2:	To develop digital learning pedagogy across all stages, ensuring quality and equity for all learners.				
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising, attainment and achievement 3.3 Increasing creativity and employability	✦ Targeted approaches to literacy and numeracy ✦ Promoting a high quality learning experience ✦ Differentiated support ✦ Using evidence and data ✦ Employability and skills development ✦ Engaging beyond the school	7. School Leadership 8. Teacher Professionalism 9. Parental Engagement 10. Assessment of Children's Progress 6. Performance Information	6. Improvement in attainment, particularly in literacy and numeracy; 7. Closing the attainment gap between the most and least disadvantaged children; 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people	6. Improvement in attainment, particularly literacy and numeracy 7. Closing the attainment gap between the most and least disadvantaged children 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	Article 17 – The right to reliable sources of information Article 28 – The right to an education Article 29- The right to develop personality, talents and abilities

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
2.1 All learners to have access to a device which enables them to engage with digital learning at home.	• SLT to liaise with families to identify need for devices and internet access. • Online work should be planned for pupils self-isolating. All families will be issued with an 'offline' pack. • All users to be reminded of ICT Acceptable Use Policy. • Class Teachers to create a class code of conduct with learners (See example for Digital Schools). • Clear communication and procedures for online learning to be developed with all staff, following NLC Digital Learning and Teaching Policy.	✓ Engagement tracker information ✓ Parental consultations ✓ Business Continuity Planning ✓ NLC Digital Learning and Teaching Policy	• NLC Covid 19 Guidance • Digital School support • Education and Families deployment of devices.	By November 2020

2.2 All learners will have access to digital learning platforms such as Glow, MS Teams, Sumdog etc, to participate in online, digital learning.	• All pupils issued with username and passwords for Glow, MS Teams, Sumdog, and additionally IDL Cloud (P3 – 7) and Epic. • Create a clear overview of which platforms are being used to support and track learning in all classes. • Establish clear communication between staff and learners around expectations and procedures when learning at home digitally. (Refer to NLC Digital Learning Policy.)	✓ Overview of digital platforms. ✓ NLC Digital Learning and Teaching Policy	• Training costs to be identified. • Cost of IDL Cloud to be paid for through PEF.	By December 2020
2.3 Increased opportunities for learners to engage with digital learning within and out-with school.	• Follow clear procedures for staff and pupils self-isolating, ensuring equity and excellence in learning. • Class Teachers to increase opportunities for flipped learning experiences using Glow and MS Teams within the classroom. • Microsoft Teams to be used to plan home learning experiences for all classes, offering an alternative, where necessary. • Glow to be used to support collaborative learning within and out-with the classroom using Word, Power Point etc. • Identify opportunities to share learning with parents at home starting with an increased use of the school's Twitter account. • Use of collegiate time to co-create a bank of resources to be used by staff when pupils are self-isolating. . • Collaborate with Digital School staff to identify resources required to support self-isolating families. • Refer to Assessment within BGE 2020/21 for support with assessment.	✓ Increased use of digital learning within classes. ✓ Learners are competent in digital learning to support and extend their learning. ✓ Contact log with learners to track progress.	• Access to ICT (Additional Laptops to be purchased £10,000 approx. from PEF). • Online training. • Digital Learning Champion to cascade information to staff.	By December 2020
2.4 Further develop digital skills of all staff to support in class and remote learning activities.	• Opportunities for staff CLPL (See Digital Schools CLPL programme). • Support from NLC Digital Schools. • Increased use of: One Note, Sway, Power Point, Forms and MS Teams to support learning at home and assessment of learning. • Increased use of digital tools to assess learning eg. Forms, Teams and other collaborative learning tools.	✓ SLT learning visits and shared classroom learning opportunities show learners using digital learning devices more frequently.	• Access to ICT (Additional Laptops to be purchased £10,000 approx. from PEF). • Staff training – Use of 35 hours CLPL.	Ongoing Staff CLPL Records WTA x hrs working party

2.5 Learners engagement will be tracked and monitored.	• Use of 'Insights' app to track learners' engagement on MS Teams. • Staff to continue to track engagement on other platforms. • SLT to develop an overview to digital platforms and their use across all stages. • SLT to make contact with families self-isolating as per Pan Lanarkshire Protocols.	✓ Insights App data ✓ Digital Platforms Usage Database ✓ Records of communication with families.	• Engagement records.	Monthly tracking to be established. Checkpoints: November 2020 February 2021

Evaluative Statement & Actual Impact/ Evidence	
November	
February	

2020-21 School Improvement Priority 3

Improvement Priority 3:	To further develop the mental, social, emotional and physical health of all staff, children and families.				
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.1 Self-evaluation for self-improvement 2.4 Personalised support 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion	♣ Early intervention and prevention ♣ Social and emotional wellbeing ♣ Promoting healthy lifestyle ♣ 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

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
3.1 Learners will benefit from universal support for social and emotional health and wellbeing using the Building Resilience and Health Schools programme	• Roll out whole school Building Resilience programme. • Staff fully implementing positive relationships policy and developing listening systems within their class to support wellbeing. Eg. Worry box. • Continue with whole school 'worry box' at main entrance. • All classes to implement Healthy Schools Programme focussing on: ○ Routines and rules ○ Re-engage ○ Relationships ○ Recognise and regulate ○ Recovery • Additional time allocated to Health and Wellbeing as part of the recovery curriculum. • CLPL to be discussed with Educational Psychologist – Resilience Toolkit.	✓ Pre and post pupil questionnaire. ✓ Pupil, parent and staff evaluation focus groups. ✓ Learning Visits. ✓ Positive classroom learning environment following be ready, be safe, be respectful interactions.	• Edinburgh City Council, Building Resilience P1-7 resource. • Health Schools website, Covid 19 recovery sections: https://healthyschools.scot • Mindfulness resources including Do Be Mindful	Implemented by September 2020

3.3 All stakeholders will have an increased understanding of children's rights through the achievement of Silver Rights Respecting Schools Award working towards the Gold Award.	• Application to be made for UNICEF RRS Silver accreditation. • Continue to implement Right of the Month, discussed and displayed in all classes around the school. Right of the Month shared with parents through newsletters and Twitter. • Organise virtual accreditation visit by November 2020. • Implement action plan following accreditation visit. • Embed RRSA work across the four contexts of learning.	✓ Evidence from Right of the Month from classroom visits and displays around the school. ✓ Discussions with pupils show an understanding of the UNCRC embedded through-out curriculum. ✓ Evidence of learning from wall displays and classroom learning samples.	✓ UNICEF RRS Resources (£500)	By December 2020
3.4 Improvement in social and emotional wellbeing for identified learners and families.	• Mindfulness and other relaxation techniques to be incorporated into classrooms across the school. • Continued engagement with The Spark Counselling Service to support transition of P7 pupils to Bellshill Academy. • Individual support to be identified using the Low Intensity Anxiety Management approach. • Seasons for Growth to be offered to pupils. • Utilise support around the school through Requests for Assistance to Bellshill Health and Wellbeing Hub.	✓ Health and wellbeing assessments. ✓ Analysis of engagement scales. ✓ Strengths and difficulties questionnaires for identified pupils. • Teacher evaluation of observations.	▪ Continue use of Do Be Mindful programme. ▪ The Spark Counselling Service (Cost me through Bellshill Academy Cluster Counselling funding).	Ongoing SIP Checkpoints November February May
3.5 Increased focus and support for staff wellbeing.	• Outline NLC support services available Eg. Time for Talking. • Health and Wellbeing resources for staff on MS Teams page. • NLC 'Taking Care of Ourselves and Others During Challenging Times' resource • Identify collegiate opportunities to promote positive mental health and wellbeing.	• Consultation with staff. • Wellbeing audit. • Staff evaluation.	• To be identified.	Ongoing

Evaluative Statement & Actual Impact/ Evidence	
November	
February	

Our Values

Respect
Achievement
Resilience
Honesty

Noble Primary School
Working together to create a nurturing, inclusive and rights respecting community.

Noble Primary School
SAC/PEF Planning
2020/2021

NAME OF ESTABLISHMENT:		

NAME OF ESTABLISHMENT:
Noble Primary School
SAC/PEF ALLOCATION (FTE or resource):
£56, 390

EDUCATION & FAMILIES
SAC/ PEF RESOURCE SPEND

SAC/ PEF PLAN 2020-21

RATIONALE FOR SAC/ PEF PLAN

Please provide below detail around your rationale for the SAC plan.
Consider the following: attainment, attendance, exclusion, participation, engagement.
Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people.

Rationale

Our main focus this session will be health and wellbeing, raising attainment and supporting families with digital learning.

Our initial priority will be to settle the children into the new routines of the school, using assessment to identify starting points in learning for all learners and provide a nurturing, caring and stimulating learning environment. The school will prioritise some of the PEF allocation towards digital learning. Investment in hardware is essential to support digital pedagogy and developing digital skills.

Additional staffing will be used to create 11 classes, and allow additional time for the school's two principal teachers to provide support where necessary.

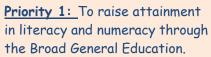**We will continue to review our rationale and adapt as necessary.**

Costings (FTE or resource)	Focus area - Intervention Literacy / Numeracy / HWB	Intended Outcome Please describe your planned use of SAC/PEF allocation and what you intend to achieve.	Evidence Please indicate what evidence you are going to collect to show impact and progression (e.g. YARC / MALT assessment etc.)
0.15 FTE Probationer Teacher 11/08/2020 to 31/03/2021 £3, 516 approx. (TBC)	Literacy	Additional time will allow Principal Teachers to support learners in literacy and health and wellbeing in the first instance. Literacy intervention will include Read, Write, Inc for identified group of learners (To be identified following initial assessment snapshot and discussion with teaching staff).	YARC assessment will be used pre and post intervention to track and monitor progress. A PM Benchmark assessment will also be used as an interim checkpoint alongside formative assessment information.
	Health and Wellbeing	Health and Wellbeing group to be established for Seasons for Growth and Low Intensity Anxiety Management for identified individuals.	Pre and post strengths and difficulties questionnaires to be used to measure impact.
£8, 800	Laptops to support digital learning within the classroom environment.	Increased opportunities for pupils to access Microsoft Teams within school to develop digital skills specifically for thos	Pre and post pupil questionnaires Class teacher evaluations Pupil evaluations Classroom assessment data
£9, 550	5x Promethean Interactive Boards	To provide a stimulating learning environment by accessing digital tools and developing digital skills.	Class assessment data Teacher and Pupil Evaluations Engagement Levels
Outdoor Learning Resources £2, 000	Health and Wellbeing	Increase opportunities for children to be engaged in learning outwith the classroom in line with Covid 19 restrictions.	Pre and post pupil questionnaires Class teacher evaluations Pupil evaluations Engagement Levels

Other costings to be added following confirmation from NLC regarding PEF spends.

Noble Primary's School
Improvement Priorities 2020-2021

Goals

Our Values
Respect
Achievement
Resilience
Honesty

Noble Primary School
Working together to create a nurturing, inclusive and rights respecting community

Priority 1: To raise attainment in literacy and numeracy through the Broad General Education.

- Ensure all learners are working at a level in literacy and numeracy that is appropriate to their level, ensuring pace and challenge.
- Work with Bellshill Academy Cluster through the year to develop moderation and assessment.
- Increase opportunities for outdoor learning.
- Develop play based learning approaches into Primary 2 curriculum.

Priority 2: Develop digital learning and teaching.

- Identify that all learners have access to a device at home.
- Increase opportunities to develop digital learning within and out-with school.
- Use the internet safely and responsibly.
- Increased use of digital learning within all classrooms to support learning and teaching.
- Clear strategy for supporting families self-isolating as a result of Test and Protect.

Priority 3: To support mental, social, emotional and physical wellbeing of staff and pupils.

- Develop further the core value of resilience through curricular experiences using the Building Resilience programme.
- Focus on supporting and promoting positive mental health across the school community.
- Achieve Silver Rights Respecting Status and work towards Gold.
- Offer targeted support where required.