



***Driving Equity and Excellence***

## **Improvement Action Plans**

**Session 2024-25**

<b>School:</b>	Noble Primary
<b>Cluster:</b>	Bellshill Academy
<b>Acting Head Teacher:</b>	Suzanne Brown

Improvement Plan Summary	
Cluster Priority:	By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.
School Priority 1:	To improve Attainment in Writing across the school by 2% through high quality Teaching, Learning and Assessment, increasing pace and challenge by June 25 (Y3)
School Priority 2:	To increase learner engagement and provide opportunities for learners to lead their own learning through Play and Enquiry pedagogy and ensuring our curriculum engages and supports all learners (Y1)
School Priority 3:	To improve Health and Wellbeing Outcomes for children through increased understanding of all behaviour is communication, raising awareness of The Promise, improved attendance.

# Education and Families Priorities



## School Vision and Values

In 2023/2024, we launched our revised Vision, Values and Aims to all stakeholders. This renewed vision will continue to be the key driver for our school improvement agenda.



# Noble Primary School

## Our Vision:

Working together to create a nurturing, inclusive, rights respecting community, where everyone is encouraged to achieve their full potential, through high quality learning and teaching experiences.

## Our Values:



Respect



Resilience



Inclusion



Kindness



Achievement

## Our Aims:

- Provide a **nurturing** learning environment where everyone feels safe, included, listened to, respected and treated with dignity.
- Teach the skills and knowledge needed to become life long responsible global citizens, effective contributors, successful learners and confident individuals.
- Provide a curriculum that is relevant and responsive to the needs of our learners and the world around us.
- Ensure we are *Getting it Right for Every Child* through positive partnerships with parents, community and partner agencies.
- Celebrate learners' successes and wider achievements within and out-with school.

## 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)

Details of engagement with parents/carers	
	<ul style="list-style-type: none"><li>• Digital parent surveys</li><li>• Feedback from pupil reports</li><li>• School newsletter updates</li><li>• Parent Council</li></ul>
Details of engagement with learners	
	<ul style="list-style-type: none"><li>• Rights Respecting Schools Steering Group</li><li>• Pupil Council Feedback</li><li>• Digital surveys P4 - 7</li><li>• Curricular Focus Groups</li><li>• Class self-evaluation activities using <i>How Good is OUR School?</i> P1-7</li><li>• GIRFMe planning discussions</li><li>• Health and Wellbeing surveys P4-7</li><li>• Strengths and Difficulties Questionnaire</li><li>• Young Leaders evaluation of school visit</li></ul>
Details of engagement with staff and partners	
	<ul style="list-style-type: none"><li>• Self-evaluation using <i>How Good is Our School?</i> (4<sup>th</sup> edition)</li><li>• PRD discussions</li><li>• Staff evaluations</li><li>• Partner postcards and multi-agency meetings</li><li>• Cluster SWOT analysis and Needs Analysis</li></ul>

## 2024-25 Improvement Plan

<b>Cluster Priority: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities, and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.</b>
Person(s) Responsible Who will be leading the improvement?	<b>Tracey McCulloch (CC)/ Carrie McCormack (CIIL) Cluster Head Teachers and staff</b>

(Please insert the relevant information below using the codes above)	
<b>NIF Priority: 4</b>	<b>NIF Driver:2</b>
<b>NLC Priority:5</b>	<b>QI:3.1</b>
<b>PEF Intervention:</b>	<b>Developing in Faith/UNCRC: Article 28</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<p><b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this?</p> <p>Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.</p> <p>Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.</p>	
<p><b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b></p> <p>No financial impact on establishments.</p> <ul style="list-style-type: none"> <li>A “trainer the trainer” model will ensure key staff within the cluster are able to deliver presentations and support establishments in achieving the award. NL Virtual School Principal Teacher (Acting) will facilitate information sessions and training for CIILs and nominated staff.</li> <li>All resources are free and have been designed to be used in any educational setting through a flexible approach, for example, as whole establishment training, personal professional learning as part of CLPL or induction training for new staff.</li> <li>Professional Learning sessions to support successful implementation of the Keeping the Promise Award programme are available via the Education Scotland website and through The Promise Glow Tile.</li> <li></li> </ul> <p>Schools will be required to allocate time to enable staff to participate in training session and complete the e-learning module.</p>	

<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>By <b>June 2025</b> all learners will benefit from <b>all staff</b> having an increased awareness of The Promise.</p> <p>GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning.</p> <p>Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster.</p>	<p>Cluster Chair will have attended an information session on the award by the end of <b>August 2024</b>.</p> <p>Cluster Chair/CIIL will complete and return information on their specific plan for delivery within own cluster by the end of <b>August 2024</b>.</p> <p>CIIL or nominated staff member will have participated in two half day training sessions by end of <b>September 2024</b>.</p> <p><b>All</b> staff will have participated in presentations sessions one and two of the Keeping the Promise Award by <b>February 2025</b>.</p> <p><b>Most</b> staff will have completed e-learning module <b>June 2025</b>.</p> <p><b>Majority</b> of schools in the cluster will achieve the Keeping the Promise Award by <b>June 2025</b>.</p>	<p><u>Quantitative</u> Evaluation will be completed on conclusion of training</p> <p>Recording and reporting of number of staff attending training sessions</p> <p>Percentage of staff completing e-learning module (I Promise Award)</p> <p>UNCRC Awards</p> <p><u>Outcome Measures</u> Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions.</p> <p>Outcomes Star information</p> <p><u>Qualitative</u> Case studies</p> <p>Anecdotal evidence</p> <p>Views or feedback from children, young people and their families</p>		
<b>Final evaluation (for submission):</b>				

## 2024-25 Improvement Plan

<b>Cluster Priority: Long Term Outcome 2</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?		By the end of session 24/25, all learners will benefit from a more inclusive approach to improve health and wellbeing, with identified learners accessing additional and intensive cluster supports to address the equity gap.
Person(s) Responsible Who will be leading the improvement?	Tracey McCulloch, Cluster Chair; Carrie McCormack, CIIL; Cluster Head Teachers and Staff; Cluster Support Teachers - Lynne Dobbie, Consuella Gallacher; Family Engagement Support Assistant, Anne Creilly; Digital Champion, Cameron Quinn	

<b>(Please insert the relevant information below using the codes above)</b>		
<b>NIF Priority:</b> <ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing.</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people.</li> </ul>	<b>NIF Driver:</b> <ul style="list-style-type: none"> <li>School and ELC Leadership</li> <li>Teacher and Practitioner Professionalism</li> <li>Parent/Carer Involvement and Engagement</li> <li>Curriculum and Assessment</li> <li>School and ELC Improvement</li> <li>Performance Information</li> </ul>	
<b>NLC Priority:</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> <li>Improved outcomes for vulnerable groups.</li> </ul>	<b>QI:</b> <ul style="list-style-type: none"> <li>1.1: Self-evaluation for self-improvement</li> <li>1.3: Leadership of change</li> <li>1.5: Management of resources to promote equity</li> <li>2.3: Learning teaching and assessment</li> <li>2.4: Personalised support</li> <li>2.6: Transitions</li> <li>2.7: Partnerships</li> <li>3.1: Ensuring wellbeing, equality and inclusion</li> <li>3.2: Raising attainment and achievement</li> </ul>	
<b>PEF Intervention:</b> <ul style="list-style-type: none"> <li>Early intervention and prevention</li> <li>Social and emotional wellbeing</li> <li>Targeted approaches to literacy and numeracy</li> <li>Promoting a high-quality learning experience</li> <li>Using evidence and data</li> <li>Professional learning and leadership</li> </ul> Partnership Working	<b>Developing in Faith/UNCRC:</b> <ul style="list-style-type: none"> <li>Article 3 - best interests of the child</li> <li>Article 12 - respect for the views of the child</li> <li>Article 18 - parental responsibilities and state assistance</li> <li>Article 19 - protection from violence, abuse and neglect</li> <li>Article 24 - health and health services</li> <li>Article 28 - right to education</li> <li>Article 39 - recovery from trauma and reintegration</li> </ul>	
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:		
<b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this?		
<ul style="list-style-type: none"> <li>In session 23/24, the cluster aim was to increase combined attendance by at least 2%, from 90%, through a pilot attendance project focus. Data from May 2024 indicates that the cluster combined have increase attendance by 0.1% to 90.1%, although a marginal gain, this still falls short of the target by 1.9%. As such attendance will remain a key priority for session 24/25.</li> </ul>		

- ACEL data captured in May 24 demonstrated that Writing attainment still remains a concern across the majority of cluster schools, predominantly at the P4 stage. Staff evaluations from moderation work during session 23/34 indicated that all staff involved found it beneficial to work collaboratively and captured that all staff wished to continue this. For session 24/25 all cluster school will work collaboratively with a continued focus on key aspects of The Moderation Cycle to raise attainment in writing.

**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.**

- No financial implications for establishments
- All schools will allocate time to work in collaboration through The Working Time Agreement
- All key Empowering Cluster staff will dedicate time to attending all cluster meetings, and planning for children's wellbeing meetings as required
- All key Empowering Cluster staff will retain their responsibilities to the plan and in ensuring consistent representation at agreed meetings

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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)		
By June 2025, improve attendance by at least 5% of 60 children across the cluster whose attendance rate falls between 75%-85% (10 children to be identified in each cluster school).	<ul style="list-style-type: none"> <li>✓ All schools will implement the refreshed NLC Attendance Policy from August 2024</li> <li>✓ With improved consistency in working alongside the CIIL, each cluster school will identify around 10 children whose attendance was between 75%-85% in session 2022-2023.</li> <li>✓ Head Teachers and CIIL will identify potential causes for low attendance and identify support from resources within the cluster or Third Sector support.</li> <li>✓ Greater consistency and improved representation from all agencies will be evidenced in minutes of Planning for Children's Wellbeing meetings.</li> <li>✓ Across the year, CIIL and Cluster Head Teachers will monitor attendance rates, share good practice and identify universal strategies that can be used to address any gaps. This will be recorded by the CIIL as part of</li> </ul>	<ul style="list-style-type: none"> <li>✓ Monthly tracking of groups of children identified by each school with CIIL.</li> <li>✓ Pre and post health and wellbeing questions will be used with learners to identify potential barriers.</li> <li>✓ Discussion around effective strategies will be discussed at monthly cluster meetings.</li> <li>✓ Use of Outcome Star (one sample child). CIIL will keep overview of combined attendance data and provide updates.</li> </ul>		



	<p>monthly wellbeing meetings with Head Teachers.</p> <ul style="list-style-type: none"> <li>✓ Tannochside PS/Mossend will undertake an attendance test of change and action research on attendance, these schools will provide regular updates to the cluster group</li> </ul>			
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<p><b>All staff</b> across the cluster will have a clearer understanding of the planning for high quality teaching, learning and assessment.</p>	<ul style="list-style-type: none"> <li>✓ All practitioners, including CSTs and CATs will further develop knowledge and confidence in the use of the authority's progression frameworks in literacy and numeracy, but with a particularly focus on literacy. These will be used in conjunction with The Moderation Cycle to plan high quality learning, teaching and assessment through moderation activities.</li> <li>✓ All practitioners will participate in cluster moderation activities identified in annual calendar. As a result, all staff will have an enhanced understanding of standards and progression of learning.</li> <li>✓ ACEL data across the BGE will be discussed at each Cluster Meeting to identify any trends and support required.</li> <li>✓ SNSA data to be used to identify any trends or gaps in attainment that can be used to inform learning and teaching at third level.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evidence of high-quality teaching, learning and assessment activities utilising progression frameworks.</li> <li>✓ Evaluation of moderation activities. Dates agreed as follows: Wednesday 30<sup>th</sup> October (twilight - allow 2 hrs in WTA, 3.30pm - 4.30pm) , Monday 18<sup>th</sup> November (In-set day, 1pm - 3pm), Wednesday 14<sup>th</sup> February (In-set day, 9am - 11am), Thursday 25<sup>th</sup> April, 2024 (twilight - allow 2 hours in WTA, 3.30pm - 4.30pm).</li> <li>✓ Greater accuracy in TPJ leading to increase in ACEL data.</li> <li>✓ Improvement in transition across second and third level.</li> </ul>		
<p>All staff will participate in collaborative learning opportunities linked to developing key school priorities including:</p>	<ul style="list-style-type: none"> <li>✓ Cluster Chair and CIIL will work with HTs to identify programme of work to be facilitated through Digital and Virtual Classroom. Working with the DPPs and Pedagogy Practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluations from Pupil Focus groups.</li> <li>✓ Improvement in learners' experiences in early level e.g. improvement in Leuven scales of engagement,</li> </ul>		

<ul style="list-style-type: none"> <li>• Increased use of Digital Tools to support more able children and facilitate collaborative learning and teaching.</li> <li>• Continue to develop play pedagogy at early level through cluster working group led by DHT from Tannochside</li> <li>• Continue to develop transition approaches from P5 – P7</li> </ul>	<ul style="list-style-type: none"> <li>✓ Early Level Play working party to continue to develop approaches to play/inquiry-based learning at early level. This will include:               <ol style="list-style-type: none"> <li>1) Clear overview of what IDL looks like at the early stage based on research from Education Scotland.</li> <li>2) Agree planning format for IDL and ways to track progress.</li> <li>3) Have clear evidence that approach is making an impact on learning, teaching and assessment.                   <ul style="list-style-type: none"> <li>✓ CC and DHT (BA) to refine procedures for enhanced P6 and P7 transition and to establish new programme for P5 in line with NLC Transition Policy</li> </ul> </li> </ol> </li> </ul>	<p>Literacy assessments including POLAAR and Early YARC.</p> <ul style="list-style-type: none"> <li>✓ Clear overview of early level provision based on principles of Realising the Ambition.</li> <li>✓ Programme of masterclasses and pre and post pupil questionnaires.</li> <li>✓ Evidence of high-quality learning experiences across primary/secondary for project-based learning.</li> </ul>		
<b>Final evaluation:</b>				

<b>Priority 1: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>To improve Attainment in Writing by at least 2% across the school through high quality Teaching, Learning and Assessment, increasing pace and challenge by June 25 (Y3)</b>
Person(s) Responsible Who will be leading the improvement?	<b>Head Teacher, PT's, All Teaching staff, CRT</b>

<b>(Please insert the relevant information below using the codes above)</b>				
<b>NIF Priority:</b> 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children;		<b>NIF Driver: 2,4,5,6</b>		
<b>NLC Priority:</b> 1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy. 2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people. 5. Vulnerable Groups-Improved outcomes for vulnerable groups		<b>QI:</b> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement		
<b>PEF Intervention:</b> 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 11. Professional learning and leadership 12. Research and evaluation to monitor impact		<b>Developing in Faith/UNCRC:</b>		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this? Attainment in Writing across all stages currently lags slightly behind attainment in Reading, with the gap tending to widen as pupils progress through the school P4 65%, P5 69% This was a success last session and we will continue to build on this progress this year with a particular focus on improving Non Fiction writing.				
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b> <b>PEF teacher 0.5 resources targeted to P5-7 – update Aug 24 – Now have CRT so will redeploy PEF to focus on HWB, Reading and Numeracy.</b>				
<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>
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>By June 2025, attainment in writing across all stages will increase by at least 2%.</p> <p><b>P4 focus group of 7 (2 groups) with CRT support</b></p> <p><b>P5 Focus group of 4 with CRT</b></p> <p><b>P6 support group of 5 with CRT</b></p> <p><b>P7 Focus Group of 10 (2 groups) with CRT</b></p>	<p><b><u>Teacher professionalism</u></b> Establish updated writing baseline for all pupils and stages, drawing on teacher professional judgement and writing assessment criteria. Use this data to set projected attainment for June 2025.</p> <p><b><u>Attainment</u></b> Monitor and track attainment of pupils across the year, in tandem with Oct, Feb and May Pupil Progress Meetings.</p> <p><b><u>Curriculum and Assessment</u></b> Utilise SLT to provide targeted support for pupils. (Aug 24 - now have CRT support for target groups for approx. 2x weekly for 10 weeks)</p>	<p>Baseline writing assessment using Oxford Writing Criterion to identify strengths and gaps.</p> <ul style="list-style-type: none"> <li>• Collated teacher professional judgements across stage from 'Progress &amp; Achievement' system.</li> <li>• Attainment Team on-going records/evaluations of interventions.</li> <li>• June 2025 ACCEL data. <ul style="list-style-type: none"> <li>• Cold Task for CRT with Benchmark analysis.</li> <li>• Hot Task Assessment (following support) for CRT with Benchmark Analysis</li> </ul> </li> </ul>	<p><b>Staff discussion of progress with Talk for Writing (Sept 24 and Long and medium term Action Plan created</b></p> <p><b>Evidence of Pupil work from cold Task evaluated using Benchmarks to identify next steps in planning for both class and support groups.</b></p>	
<p>Trained 'Writing Champions' provide all teaching staff with ongoing access to expertise and support in 'Talk for Writing' and other approaches.</p>	<p><b><u>Teacher professionalism</u></b> Provide time for Writing Champions to: - prepare and deliver training, based on staff needs; research latest and best practice/resources; set up and maintain writing resource bank in Glow; model writing approaches in classrooms/team teach</p>	<p>Quantitative</p> <ul style="list-style-type: none"> <li>• Records of training and input (number of staff)</li> </ul> <p>Qualitative</p> <ul style="list-style-type: none"> <li>• Staff evaluations.</li> </ul>		
<p>All teaching staff have increased knowledge and understanding of effective approaches to teaching writing, particularly the 'Talk for Writing' Non Fiction process.</p>	<p><b><u>School Leadership</u></b> Deliver 'Talk for Writing' refresher session in September 2024 Introduce new termly writing overviews to support the planning of meaningful writing opportunities across the curriculum. Deliver training at collegiate meetings. Regularly signpost staff to Glow resource bank.</p>	<p>Qualitative</p> <ul style="list-style-type: none"> <li>• Periodic reviews between HT and 'Writing Champions' on progress across school.</li> </ul> <p>Staff evaluations.</p> <ul style="list-style-type: none"> <li>• Summary of SLT October learning visits.</li> </ul>		
<p>Professional learning and collaboration with school and cluster colleagues</p>	<p><b><u>School Leadership</u></b> Facilitate peer learning visits within school and in partnership with</p>	<p>Quantitative</p> <ul style="list-style-type: none"> <li>• Summary of Findings from October classroom learning visits, including percentage of</li> </ul>		

has supported improvements to the teaching of writing across all stages.	Lawmuir Primary School in line with moderation focusing on LI and SC Carry out SLT learning visits with focus on writing in October 2024	lessons graded good, very good and excellent.		
All teaching staff are confident in assessing writing and using this day-to-day evidence to reach informed professional judgements on the progress and attainment of pupils.	<p><b><u>School Leadership</u></b> Provide refresher training input on the 'Talk for Writing' approach to assessing writing ('cold' and 'hot' pieces). Support staff across school in using ongoing assessment records of pupils' strengths and next steps.</p> <p><b><u>Teacher professionalism</u></b> Introduce genre-specific criteria to support staff in focused assessment of a range of genre. Use moderation template at least once during course of year to moderate writing at each stage with Lawmuir Primary School. Use moderation template at least once during course of year to moderate writing at P1, 4 and 7 across cluster.</p>	<p>Quantitative</p> <ul style="list-style-type: none"> <li>• On-going analysis of attainment data, in tandem with Pupil Progress Meetings</li> <li>• June 2025 ACEL data.</li> </ul> <p>Qualitative</p> <ul style="list-style-type: none"> <li>• Completed moderation templates.</li> <li>• SLT – Class Teacher dialogues during Pupil Progress Meetings.</li> <li>• Staff evaluations.</li> </ul>	<b>Attainment discussions Sept 24</b>	
Through increased listening, talking and engagement with texts at the planning stage, all pupils are more confident and proficient in writing coherent pieces which display the appropriate genre features.	<p><b><u>Teacher professionalism</u></b> Embed 'Talk for Writing' approaches across all classrooms during initial half of the year. In stage groups, share and discuss small selection of pupil jotters to gauge impact of 'Talk for Writing' approaches on pupils' writing with a focus on Non Fiction and Daily writing.</p> <p><b><u>School Leadership</u></b> SLT learning visits with focus on writing: October 2024.</p> <p><b><u>Attainment information</u></b> ACEL data Sept 24/Nov 24/March25 Moderation evidence</p>	<p>Quantitative</p> <ul style="list-style-type: none"> <li>• Summary of Findings from October classroom learning visits, indicating percentage of lessons graded good, very good and excellent.</li> <li>• Collated attainment data (including June 2025 ACEL) from Pupil Progress Meetings.</li> </ul> <p>Qualitative</p> <ul style="list-style-type: none"> <li>• SLT – pupil dialogues during October classroom learning visits.</li> <li>• On-going monitoring of taught writing and WAC jotters.</li> <li>• Completed moderation templates (in-school, cluster and with Lawmuir Primary)</li> </ul>		
All pupils are aware of, and can	<p><b><u>Curriculum and Assessment</u></b> Ensure next steps are clearly articulated in jotters and that pupils</p>	Qualitative		

articulate, their current strengths and next steps in their writing.	have regular, dedicated opportunities to revisit these and evaluate their progress towards achieving them. In stage groups, share and discuss small selection of pupil jotters to review quality and impact of written feedback <u>Attainment</u> SLT – pupil dialogues at key points during year, focusing on writing.	<ul style="list-style-type: none"> <li>• On-going monitoring of taught writing and WAC jotters.</li> <li>• SLT – pupil dialogues at key points throughout year.</li> <li>• Peer moderation of jotter feedback.</li> </ul>		
<b>Final evaluation (for submission):</b>				

<b>Priority 2: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?		<b>To increase learner engagement and provide opportunities for learners to lead their own learning through Play and Enquiry pedagogy and ensuring our curriculum engages and supports all learners (Y1)</b>
Person(s) Responsible Who will be leading the improvement?	HT	

<b>(Please insert the relevant information below using the codes above)</b>				
<b>NIF Priority:</b> 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children;		<b>NIF Driver:2,4,5,6</b>		
<b>NLC Priority:1,2</b>		<b>QI: 1.2, 1.5, 2.2, 2.3 3.2, 3.3</b>		
<b>PEF Intervention:4, 5, 6</b>		<b>Developing in Faith/UNCRC:</b>		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this? Observations and attainment discussions demonstrate some learners find it difficult to engage in learning independently and sustain focus. This also includes children with ASD or other neurodivergence where learner focused activities can support engagement and reduce unwanted or disruptive behaviours.				
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b> <b>Part of PEF teacher 0.5fte fundmatched.</b>				
<b><u>EXPECTED IMPACT</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS?</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>

<b>(SHORT TERM TARGETS)</b>		<b><u>MEASURES</u></b>		
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)		
<b>Most learners engaged and challenged in their learning.</b>  <b>Increase in pupils leading their learning.</b>	<u><b>Teacher professionalism</b></u> Professional Reading Visits to other class teachers for peer observations along with professional dialogues for moderation across the cluster. CLPL arranged to support enhancement in pedagogy. Facilitation of visits to other establishments (PEF funded teacher to facilitate visits)  <u><b>Curriculum and Assessment</b></u> Children experience increasing opportunities to lead their own learning and plan targets and next steps.	<u><b>Staff</b></u> <b>Staff survey on visits to establishments and peers visits showing strategies to foster engagement (Feb 25)</b> <b>Cluster Moderation records</b> <b>Feedback from Professional reading (Feb 25)</b> <b>Twitter feed (May 25)</b> <u><b>SMT</b></u> <b>Class observations show most learners engaged in their learning (Oct 24, Jan 25, April 25)</b>  <b>Attainment discussions/on planning and targets (Sept 24, Jan25, April25)</b> <u><b>Pupils</b></u> <b>Pupil survey (Sept/Oct 24)</b> <b>Pupil work and target setting (Nov 24, Feb 25, May25)</b>		
<b>Universal – all learners have opportunity to lead their own learning and transfer key skills in Literacy and Numeracy. Target Q1 children (2x P6/5) (4XP4) show increased engagement in group and then class activities</b>	<u><b>Curriculum and Assessment</b></u> Children demonstrating increased period of engagement in play/enquiry literacy and numeracy activities within the class setting, (PEF funded teacher facilitating peer observations and visits for all teaching staff). Resources purchased to support learning in active ways if needed.  <u><b>Curriculum and Assessment</b></u> Forest School Activities introduced for 2xQ1P6 target pupils HWB sessions for 2x P6 Q1pupils and 2 x P4 Q1 and 2x Q4 pupils (2 of these identified pupils demonstrate behaviour challenges and could be at risk of exclusion.) <u><b>Teacher Professionalism</b></u> Forest School CLPL for PT 2 staff on ASD CLPL with Educational Psychologist All teachers participate in CLPL on ASD by Educational Psychologist	<u><b>Staff</b></u> <b>Staff reflections of CLPL activities (Feb 25)</b> <b>Attainment discussions (Oct 24, Jan 25, April 25)</b>  <u><b>Pupils</b></u> <b>Leuvan Scale shows an increase for identified pupils in Q1 (Oct, Dec 24 and March 25)</b> <b>Increased focus and attainment for target pupils (Sept 24, Jan 25, May 25)</b> <b>Class observations (Oct 24, Jan 25, April 25)</b> <u><b>SMT</b></u> <b>Observations (Oct 24, Jan 25, April 25)</b> <b>Attainment discussions (Sept 24, Jan 25, May 25)</b>		

		Inclusion observations (May 25)		
Final evaluation (for submission):				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To improve Health and Wellbeing Outcomes for children through increased understanding of All Behaviour is Communication, raising awareness of The Promise, improved attendance and RRS Gold Award still considering the impact of Cost of The School Day.
Person(s) Responsible Who will be leading the improvement?	HT/PT/Cluster

(Please insert the relevant information below using the codes above)				
<b>NIF Priority: 1,2,3,4,5</b>		<b>NIF Driver:1,2,4,6</b>		
<b>NLC Priority: 2,3,5</b>		<b>QI: 1.1, 1.3, 2.2, 2.5, 2.7, 3.1, 3.2</b>		
<b>PEF Intervention: 1,2,6,7,9,10,11</b>		<b>Developing in Faith/UNCRC: 1, 4, 28,29</b>		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<a href="#">Purchase of resources for sensory needs, Forest School training, Participatory Budgeting activity.</a>				
<b>RATIONALE (WHY?)</b> Why have you identified this as priority? What data did you have to support this? We continue our journey towards embedding Children's Rights and our Gold RRS Award. We, as other establishments, have children presenting behaviour which challenges, often due to other needs not being met. We will support all staff in developing understanding the complex nature of learner needs and ways to support them and ensure inclusion and understanding. We will also continue to embed processes to improve attendance with the implementation of NLC updated policy. All of these activities and other actions of the school take place under the impact of the 'Cost of the School Day'. Activities will be introduced to understand the needs of the community and involve stakeholder more in the use of PEF resources.				
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b>				
<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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)		
<b>Almost all pupils are able to discuss the importance of Children's Rights and see these Rights realised in</b>	<b><u>School Leadership</u></b> Continued promotion and realising of Children's Rights evidenced in almost all aspects of pupil experience. Assembly programme continues to focus on Rights	<b>RRS Pupil Group meetings evidence (June 24)</b> <b>Evidence of realising of Rights for Gold Assessment (Nov 24)</b> <b>Assembly programme (June 24)</b>		



<b>everyday life of the school</b>	RRS Gold Assessment Nov 24 <u>Curriculum and Assessment</u> Whole school focus on Rights through literacy activities in T1 Embedding of Rights in Curriculum Maps	Evidence of pupil learning on 'X' and in planning/evaluations ((Sept 24, Jan 25, May 25) Further adaptation of Curriculum Maps continues to ensure embedding of Rights (June 24)		
<b>Attendance overall improved by 1% Target pupils attendance improved by individual measures</b>	<u>School Leadership</u> Implement NLC policy on Attendance Daily and Monthly attendance monitoring <u>Partnership with parents</u> Share importance of attendance with all parents in different forms regularly eg newsletters, website, X, leaflet to target parents as needed, meeting with families, Support from CIIL and/or FESA - support for target families to reduce/remove barriers	Regular information to parents on improving attendance on newsletters, X, Website etc (June 25) Daily and Monthly attendance monitoring and actions lead to improved attendance(June 25) FESA records (June 25) Cluster and CIIL discussion records(June 25)		
<b>Behaviour is Communication</b>	<u>Teacher professionalism</u> All staff participate in CLPL for 'All Behaviour is Communication' 2x teachers undertake ASD sessions led by Educational Psychologist (cluster) All teachers participate in 2 sessions for teaching staff about ASD and supporting learners in school by Educational Psychologist. Resources used to support learners displaying behaviours due to sensory needs not being met. <u>Curriculum and Assessment</u> Pupils sessions to raise awareness of neurodiversity in particular ASD <u>Partnership with Parents</u> Parents/carers have information available on Neurodiversity available on School website, emailed and through in-person session (if possible)	Feedback from 'All Behaviour is Communication 'CLPL (Aug 24) Feedback from Teacher CLPL on ASD activities (May 25) Resources purchased to support learners displaying behaviours due to sensory needs not being met (Sept 24)  Pupils survey displays greater understanding of neurodiversity following session from Reach Lanarkshire Autism (Oct 24)  Neurodiversity Information on Website and shared with families through newsletters, signposting etc. (Dec 24)		
<b>Cost of the School Day</b>	<u>School Leadership</u>	Parent Council discussions on school activities and		

	With Parent Council, reflect on whole school activities that have a known financial impact on families. Involve Parents/carers and children to plan and evaluate the use of some of the PEF funding still available to spend. <b>Partnership with Parents</b> Survey parents/carers about what Costs of the School Day impacts on the community	<b>fundraising across the session (Oct 24)</b> <b>Parent Survey issued using Participatory Budgeting principles to identify areas of development (Oct 24)</b> <b>Pupil Council have demonstrated responsibility for a part of the PEF budget to benefit an identified area (Dec24)</b>		
<b>Final evaluation (for submission):</b>				

**PEF ALLOCATION: £60,025**

**NORTH LANARKSHIRE COUNCIL  
EDUCATION & FAMILIES**

## **EQUITY PLAN 2024-25**

*(Internal recording; random sampling of PEF/Equity Plans will continue throughout the session).*



### **RATIONALE FOR EQUITY (PEF) PLAN**

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure 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.

<b>Link to Improvement Plan</b>	<b>Detailed Costings</b>	<b>Priority/Description</b>	<b>Intended Outcome/Impact</b>	<b>Evidence/Measures</b>

			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	Please indicate what evidence you are going to collect to show impact and progression.
<b>Priority 1</b>	<b>£31,500 approx PEF</b> <b>£8,000 approx</b>  <b>£2000</b>	<b>0.5 fund-matched</b> staffing additionality  0.2 Probationer costs  Literacy resources for target interventions	<b>This will allow the SLT to deliver HWB, literacy and numeracy interventions.</b>	<b>Attainment of target pupils improved</b> <b>Class learning walks</b> <b>Staff/pupil feedback</b>  <b>Increased attendance- Monthly, termly, annually</b>
<b>Priority 2</b>	<b>£3,200</b>	Staffing – cover	<b>Facilitate staff to carry out peer observations to improve pedagogy.</b>	<b>Improved attainment- termly self evaluations, ACEL, assessment data</b>  <b>Reduced exclusion- Monthly, termly, annually</b>
<b>Priority 3</b>	<b>£350</b>  <b>£500</b>	Forest School CLPL costs and resources  Pupil Council undertake Participatory Budgeting activity to identify and purchase resources to benefit the whole school	<b>Forest School CLPL</b>  <b>Resources purchased to benefit all learners</b>	<b>Leuven scale pre/post for engagement in learning and attendance for target pupils</b> <b>Resources purchased and used by learners</b>

## 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
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	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	NIF Priorities 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.  <b>NIF Drivers</b> 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
	<b>PEF INTERVENTIONS</b> 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	

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	<b><u>Education and Families Priorities</u></b> 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	
<b>Developing In Faith</b> <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>		
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.		