



Driving Equity and Excellence

Improvement Action Plan

Session 2019-20

School/Establishment:	Our Lady of Good Aid Cathedral Primary School & Nursery Class
Date Submitted:	June 2019
Scottish Attainment Challenge School:	Yes
Pupil Equity Fund Allocation:	£109, 200

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

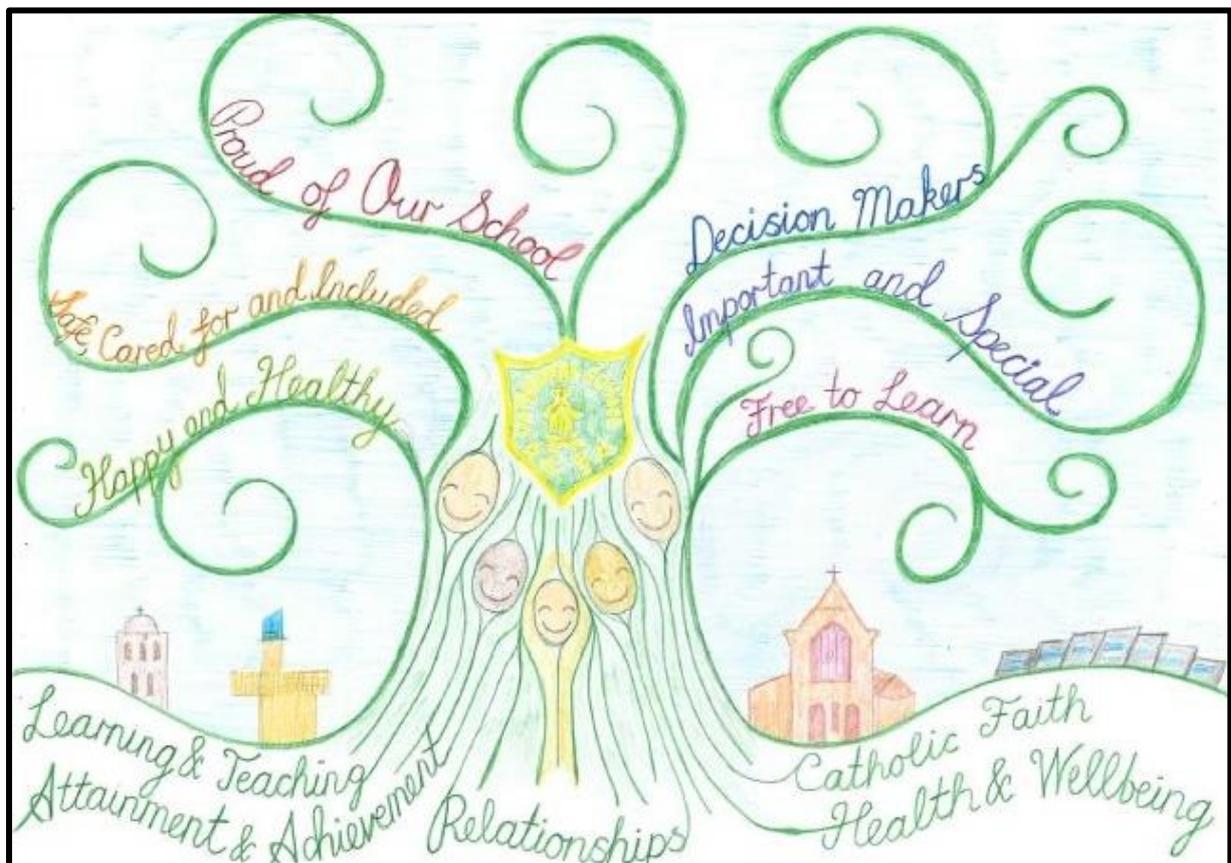
- Support for Families/ Young People at Risk
 - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
 - There is a systematic approach being built to ensure positive outcomes for Care Experienced 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.

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our 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?

School Vision and Values: Developed in consultation with school stakeholders



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

Our parent/carers are partners in our learning. We encourage active participation at all levels, working within the school and home to promote a true school community.

Details of engagement with learners

Our learners lead within our school. Through pupil voice, we encourage active pupil participation in all aspects of learning from planning through to evaluation. All stakeholders engage at all levels.

2019-20 Improvement Plan

Establishment Priority 1:	Improvement in attainment and achievement in Literacy by developing whole school approaches to teaching & learning of Grammar; to improve attainment and achievement in Literacy through specific interventions.
Establishment Priority 2:	Improvement in attainment of targeted pupils* in Numeracy. (Targeted pupils will be identified by current class teachers and tracked accordingly through school's established monitoring and tracking procedures)
Establishment Priority 3:	Cluster Priority: Improvement in attainment of Literacy through assessment and moderation of Talking and Listening within the cluster.
Establishment Priority 4:	

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"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information 	<ol style="list-style-type: none"> 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

<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>	Developing in Faith Themes	<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 here.</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.		

IMPROVEMENT PRIORITY 1:

To improve attainment and achievement in Literacy by developing whole school approaches to teaching & learning of Grammar; to improve attainment and achievement for Targeted pupils* in Literacy through specific interventions.

(Targeted pupils will be identified by current class teachers and tracked accordingly through school's established monitoring and tracking procedures)

Person(s) Responsible Who will be leading the improvement?		Teaching Staff			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
2.3, 3.2	1, 4, 5, 6, 7	4, 5, 6	1, 2	1, 2	N/A

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 if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Improvement in Literacy through developing whole school approach to Grammar.	Grammar programme designed by teaching staff to improve technical skills in writing. Staff will link Benchmarks to whole school programme	Writing Assessments throughout session (Aug, Nov, Mar, May) Development of Grammar programme linked to Benchmarks.	<ul style="list-style-type: none"> Whole school Grammar programme Staff Development days 	
Improvement in Reading/Writing through implementation of Read, Write, Inc intervention. Improvement in Literacy for targeted pupils in Primary 4 (15% / 13 pupils) and Primary 7 (10% / 5 pupils.)	SfL Teachers will identify pupils requiring this intervention.	YARC assessments and ongoing Read, Write Inc assessments Ongoing teacher evaluation will measure progress	<ul style="list-style-type: none"> Read, Write Inc training x 2 teachers £520 SfL teacher partially PEF Funded 	Progress will be measured during and at the end of Read, Write Inc programme
Improvement in Literacy for targeted pupils in Primary 4 (15% / 13 pupils) and Primary 7 (10% / 5 pupils) through implementation of Rainbow Reading.	Rainbow Reading intervention for targeted groups of pupils.	Beginning/End of intervention assessment using PM Benchmark assessment kit	<ul style="list-style-type: none"> Rainbow Reading Resources PM Benchmark Kit x15 periods DHT teaching commitment 	10 week blocks of intervention. Progress will be measured at end of intervention block.
Improvement in Reading/Spelling for targeted pupils, identified through tracking & monitoring meetings.	IDL Intervention	Beginning/End of intervention assessment using IDL resources	<ul style="list-style-type: none"> IDL online resource X9 periods of Support staff time 	26 week block of intervention. Progress will be measured at regular checkpoints.
Closing Vocabulary Gap at Early Level	Social language activities in small groups, to increase language acquisition	Curricular book of ongoing evaluations and pupil progress	<ul style="list-style-type: none"> EL Practitioner (x2 days from PEF) Talk based activities developed by ELP 	Initially 10 week block of intervention, dependent on pupil progress
Increased pace of learning for targeted pupils.	SfL teacher to target groups of children to increase pace of learning in literacy (reading/writing).	Ongoing teacher evaluation will measure progress Short/Medium term Pupil Tracking Meeting will measure ongoing pace	<ul style="list-style-type: none"> SfL teachers (partially PEF Funded) 	Termly block of support

Evaluative Statement & Actual Impact/ Evidence

November Grammar: working party will be formed to gather resources/materials to promote rigorous teaching of Grammar skills; relevant Experiences & Outcomes and Benchmarks will be identified

	<p>By November, specific interventions will be in place for targeted pupils; support for learning timetable will be established; initial Primary 2 'closing vocabulary gap' (CVG) group will have experienced support with second group beginning; evidence of impact will be gathered from Forward Plan Evaluations & Pupil Tracking Meeting, Curricular Books, Professional Dialogues, specific assessments (Benchmarks etc)</p>
February	<p>Grammar: staff will have designed planning formats for Grammar, to be included in forward plans. Pupils will show evidence in writing assessments.</p> <p>By February, a further tranche of Rainbow Readers will be established (approx. 30 children), IDL checkpoints will identify ongoing progress for specific children; 'Closing Vocabulary Gap' groups will be identified and established for Primary 1 pupils; evidence of impact will be gathered from Forward Plan Evaluations & Pupil Tracking Meeting, Curricular Books, Professional Dialogues, specific assessments (Benchmarks etc)</p>
May	<p>Grammar: policy written; forward plans trialled; whole school programme in place. % of children achieving First/Second level writing in P4 & P7 will improve.</p> <p>By May, final groups of Rainbow Readers will be complete with Benchmark assessments identifying progress made, IDL assessment will identify progress of pupils; 'Closing Vocabulary Gap' curricular book will demonstrate impact of sessions teacher feedback will reflect progress of pupils; all pupils involved in 'CVG' will demonstrate increased social language and confidence in communication; evidence of impact will be gathered from Forward Plan Evaluations & Pupil Tracking Meeting, Curricular Books, Professional Dialogues, specific assessments (Benchmarks etc);</p>

IMPROVEMENT PRIORITY 2:	Improvement in attainment of targeted pupils* in Numeracy. (Targeted pupils will be identified by current class teachers and tracked accordingly through school's established monitoring and tracking procedures)				
	Person(s) Responsible Who will be leading the improvement?	SLT, all staff including nursery			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
2.3, 3.2	1, 4, 5, 6, 7	4, 5, 6	1, 2	1, 2	N/A

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 if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Improvement in attainment and experience of targeted pupils* in mental agility. To raise attainment in P4 & P7: P4 – 15% (13 pupils); P7 – 6% (5 pupils)	Embed whole school approach to teaching mental agility strategies Develop School Policy for Number Talks	Pre/post teacher judgement Pre/post pupil survey Class formative assessment Teacher Led Group formed specifically for Number Talks	Number Talks Books Sharing Good Practice Online Resources Number Box IDL Numeracy	Checkpoints in line with planning blocks (Sept, Nov, March, May)
Establishment of an active, 'play based' approach to numeracy in Primary One/Early Level. 80% Primary One pupils will achieve Early Level.	Develop active approaches to teaching of numeracy in Primary 1/early level using SEAL resources	Progress measured through pupil completion of early level pathway New planning formats in line with benchmarks will be implemented to track pace and ensure moderation	SEAL Resources (PEF) In house In Service from Numeracy Champion Observing good practice across authorities	Checkpoints in line with planning blocks (Sept, Nov, March, May)
Improvement in pace of learning in SIMD 1-3 pupils in achieving CfE Levels across each stage.	Group based intervention in place to ensure appropriate pace of learning e.g. SfL teacher	SIMD 1-3 pupils will be tracked separately to ensure pace of learning/progress	Numeracy Pupil Tracking Meeting Numeracy Assessment data	Checkpoints in line with planning blocks (Sept, Nov, March, May)
Implementation of specific interventions e.g. IDL	Using MALT Testing pupils to be identified for specific interventions.	In-built tracking and monitoring of pace & progress	IDL SfL staff	Ongoing

Evaluative Statement & Actual Impact/ Evidence	
November	By November, staff and pupils will have been consulted on their attitudes towards Mathematics/Numeracy; Teaching staff will embed implemented strategies within Number Talks in class; Primary One staff will have in house in-set on SEAL based approaches; Primary One numeracy curriculum will reflect a more play-based approach; pace of learning will be monitored to ensure pupils are on track and SfL intervention is having a positive impact; IDL numeracy intervention will be established following Pilot programme May-June 2019; evidence of impact will be gathered from Forward Plan Evaluations (Number Talks will be specifically evaluated) & Tracking Meetings, Curricular Books, Professional Dialogues, specific assessments
February	By February, teaching staff will continue to use Number Talks; in Primary One, staff/SLT will have begun to modify current planning formats with focus on play; Pace of learning in P4 & P7 has been accelerated; IDL Numeracy ongoing; evidence of impact will be gathered from Forward Plan Evaluations (Number Talks will be specifically evaluated) & Tracking meetings, Curricular Books, Professional Dialogues, specific assessments Teacher Led Group will be established to support Number Talks
May	By May, Numbers Talks will be an integral part of the numeracy curriculum; Number Talks Policy will be drafted for implementation in 2020/2021; Primary One numeracy curriculum will reflect play based approach using SEAL; Pace of learning in target groups (P4 & P7) has been accelerated; IDL end of intervention assessments will measure progress of

	specific pupils; evidence of impact will be gathered from Forward Plan Evaluations (Number Talks will be specifically evaluated) & Tracking Meetings, Curricular Books, Professional Dialogues, specific assessments
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IMPROVEMENT PRIORITY 3:	Improvement in attainment of Literacy through assessment and moderation of Talking and Listening within the cluster.				
Person(s) Responsible Who will be leading the improvement?	All HTs and Heads of Establishments, AMLs and Pedagogy Practitioners from Cluster				
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)

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 if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Improve the attainment and experience of all children and young people in Talking and Listening across the curriculum.	<ol style="list-style-type: none"> Roll out of training for Pedagogy Practitioners in each establishment. Highlight awareness at cluster level and plan events to inform all ELPs and teaching staff of the initiative. Identified times/opportunities for staff across the school community (ELPs/Primary Teachers and Secondary teachers) to meet at regular intervals to plan the process of Moderation, in line with the Working Time Agreement. 	<ol style="list-style-type: none"> Variety of audio-visual and written evidence gathered. Teacher records of assessment related to Talking and Listening. Tracking of frequency and variety planned opportunities for Talking and Listening across stages. Selection of audio-visual evidence shared and analysed through moderation activity within the cluster. 	<p>Training of Pedagogy Practitioners £25pp <i>CPD Manager Codes 10001 or 10002</i></p> <p>Protected time for cluster moderation activities.</p> <p>Additional technology to facilitate audio-visual evidence (i.e. iPads, tripods, headsets and microphones, etc).</p>	<p>Training – Ongoing August – June</p> <p>Shared with Staff August</p> <p>Resources Purchased September</p>
Increase staff understanding of the standard from Early Level to Third Level through a revised consistent cluster progression framework.	<ol style="list-style-type: none"> Cluster work on refreshing progression frameworks for Talking and Listening from Nursery-S3, which incorporate benchmarks at all levels. 	<ol style="list-style-type: none"> Curriculum pathways in place to ensure coverage of Es and Os. Progression frameworks with benchmarks will aid planning and assessment as well as monitoring and tracking. Improved confidence in planning, providing differentiation, improved pace as well as challenge and engagement for pupils and young people through observed learning and teaching by SMT and peer observers involved in classroom monitoring and professional discussions/ dialogue. 	Protected time for development of Talking and Listening pathways and frameworks.	Completed and In Place June - September
Develop a more consistent range of reliable and robust assessment opportunities when moderating children and young people's work within the school and cluster.	<ol style="list-style-type: none"> AML led assessment and moderation activities at cluster level will provide opportunity to build capacity through professional dialogue. Staff to work as a cluster to produce an agreed periodic assessment to aid the moderation process, using the agreed West Partnership paper work, featuring: <ul style="list-style-type: none"> Es and Os 	<ol style="list-style-type: none"> Variety of periodic assessment developed and implement consistently across stages and establishments. Evidence of cross cluster collaboration and dialogue. Use of a consistent proforma for tracking assessment information emerging from Talking and Listening periodic assessments. 	Protected time for development of Talking and Listening periodic assessments and assessment tracking proforma.	<p>Assessment Tracking Proforma October</p> <p>Periodic Assessments Planned November In-Service</p> <p>Moderate Periodic Assessment February In-Service</p>

	<ul style="list-style-type: none"> • Benchmarks • LI and SC • learning, teaching and assessment opportunities • the gathering a wide range of appropriate, robust evidence • the evaluation and monitoring pupils' progress • quality feedback linked to SC and next steps 			
Develop confidence in ACEL data by using more robust and reliable evidence.	<ol style="list-style-type: none"> 1. SMT facilitating robust conversations with all staff to identify ACEL data and predictions/projected levels. 2. CIOs to support HTs with robust dialogue around attainment and engage in discussions regarding ACEL, future predictions in line with the National average, data and barriers to improving attainment results. Looking at planned interventions and possible positive outcomes for children. 3. SNSA testing and additional standardised testing, as and when necessary, to confirm and further evidence teacher professional judgement. 	<ol style="list-style-type: none"> 1. Variety of audio-visual and written evidence gathered. 2. Selection of audio-visual evidence shared and analysed through moderation activity within the cluster. 3. Evidence of cross cluster reflection, evaluation and dialogue regarding assessments at class teacher and SMT levels. 	Protected time for cluster moderation activities and professional dialogue.	Achievement of a Level Evaluation of Delivered Assessments February - March
Provide opportunity for children and young people to showcase their skills and achievements in Talking and Listening.	<ol style="list-style-type: none"> 1. Plan showcase event (eg: debate, TED Talk, etc) bringing children and young people together from the cluster 2. Invite parents/community/partners to event. 3. HTs, AMLs & staff to collaborate and plan event(s). 	Use of a consistent proforma for tracking children and young people's participation in Talking and Listening activity within schools, the cluster and beyond.	Cost of Talking and Listening opportunities offered (i.e. audio-visual and stage equipment, transport, venue, guest speakers, trips, etc)	On-going

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	