



Driving Equity and Excellence

Improvement Action Plans

Session 2020-21

**Our Lady of Good Aid
Cathedral Primary School
& Nursery Class**

Living to Learn, Learning to Live

School:	OLGA Cathedral Primary School & Nursery Class
Cluster:	Our Lady's High School, Motherwell

Improvement Plan Summary	
Cluster Priority:	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.
Nursery Priority:	By September 2020 we will deliver 1140hours to all children. Health and Wellbeing will be a main focus of this process.
School and Nursery Priority 1:	Improve attainment and achievement by reviewing and refreshing our Nursery – Primary 7 curriculum.
School and Nursery Priority 2:	Increase the effectiveness and impact of learning and teaching across the school with a particular emphasis on pupils leading their own learning.
School Priority 3:	Raise attainment in literacy and numeracy, improving outcomes for learners, by developing into a data-informed and data-literate school.

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 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?

School Vision and Values

VISION

Placing Christ and Our Lady at the centre, and with children at the heart of everything we do, our vision is to continually grow into a strong community of faith and learning in which every child and adult feels happy, safe, loved, included, proud and listened to, with every opportunity to reach their full God-given potential.

VALUES

Love, Connection, Perseverance, Growth

AIMS

Our Lady of Good Aid Cathedral Primary School aims to:

- recognise every child and adult as a unique individual, made in the image of God, and continually endeavour to meet the spiritual, emotional, physical, social and academic needs of all
- establish and maintain high, but realistic, standards and expectations for all, fostering a love of learning in both pupils and adults and supporting everyone within our school community to be a confident individual who takes responsibility for their own learning
- provide the highest quality of learning and teaching across the curriculum, supporting all pupils to be literate, numerate and healthy, equipped with the knowledge, skills and attributes necessary for being successful lifelong learners in an ever-changing society
- provide meaningful opportunities for pupils to develop their knowledge and understanding of the Catholic faith, participate meaningfully in religious observance and actively live out their faith as responsible citizens and effective contributors within Our Lady of Good Aid Cathedral Primary School and in the local and global community

Audit and Consultation

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

Details of engagement with parents/carers

This year's improvement priorities were posted on the school website during October 2020 and parents and carers were invited to provide feedback via the 'comments' facility or by emailing the Head Teacher directly.

The Head Teacher presented the draft improvement priorities to the Parent Council on Monday 9th November 2020, outlining the rationale for each and summarising how they will be taken forward during the course of the session. The proposed PEF spend was also discussed at this meeting and the Head Teacher linked each of the allocated spends to the relevant SIP priority.

The SIP is available to parents and carers on the school website.

Details of engagement with learners

Although pupils were not directly involved in agreeing and developing this year's priorities in advance, their involvement will be integral to the review of the curriculum and the evaluation of our changes to classroom organisation.

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
<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 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.</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.		

2020- 21 Cluster Improvement Plan

IMPROVEMENT PRIORITY:	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.				
Person(s) Responsible Who will be leading the improvement?		Cluster Chair and CIIL, supported by Education and Families Manager			
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 – Ensuring wellbeing, equality & inclusion		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	Article 12: Right to express views. Article 24: Right to health care

3.2 – Raising attainment & achievement					
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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.		By October 2020 mid-term break
All practitioners across the cluster are familiar with the GIRFEC refresh to ensure: <ul style="list-style-type: none"> • identification • 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 and Lead Professional 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	November 2020 Inset Day
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.	Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway. All members of the wellbeing team trained and implementing the new Support Around the School System.	Documentation around the new Support Around the School system.	Training - November 2020 Inset Day Implementation of Support Around the School System- from December 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 Nursery Improvement Plan

IMPROVEMENT PRIORITY 1:	By September 2020 we will deliver 1140hours to all children. Health and Wellbeing will be a main focus of this process.				
Person(s) Responsible Who will be leading the improvement?	HT, DHT, Principal Lead and Lead Practitioner				
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
2.4, personalisation & support. 2.5, Family learning. 2.7, partnerships. 3.1 Ensuring Wellbeing, Equality & Inclusion	Early intervention and prevention.	Assessment of children's progress.	Improvement in children's and young people's health and wellbeing.	Closing the attainment gap between the most and least disadvantaged children.	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?
All children 100% will have opportunities to access outdoor provision on a daily basis.	Ensure the environment outdoors is attractive, inviting and meets the needs of all children, including those with additional support needs. Application form NL Inclusion Fund completed to purchase additional resources to support ASN children.	Audits of the outdoor environment will inform where practice needs to be developed. HGIOELCC 3.1 Ensuring Wellbeing, Equality & Inclusion: the promotion of wellbeing for all our children and their families underpins everything we do by supporting families through regular App updates, learning journals, parental questionnaires on current protocol and procedures. Health & Social Care Standards: 1. I experience high quality care and support that is right for me – 1.25	Time and use of lead to monitor different types of play, all areas used. Out to Play, Space to Grow, Realising the ambition, My NL, My world outdoors. Further support and training accessed through My NL, SSC and ELC service.	Termly and ongoing.
The internal and external environment will support 100% of children and their needs across the extended day. Planned consideration needs to be given to developing safe spaces and places where children can rest, be active, be curious and eat. Children also require flexible spaces to support choice and extend play experiences.	Staff consider current thinking and documentation such as CFE, BTA, Loving Lunches, My World Outdoors, Loose Parts Toolkit and Setting the Table, to develop and improve a suitable and high quality environment. Application for an outdoor classroom to enhance learning experiences and facilitate lunches. Appropriate risk assessments devised	Curriculum planning meetings and responsive planning Internal environmental areas reviewed with all practitioners where professional dialogue & evaluations leads to positive change. HGIOELCC Health & Social Care Standards	NLC Training & Development National Improvement Hub Care Inspectorate Hub Knowledge Hub My NL Ongoing School/Nursery CPD	Ongoing September 19 – June 2020.

The pace of the day supports 100% of children their individual needs and dispositions. Planned consideration should be given to developing care routines, social routines, free flow play, choice, independence, outdoor and community learning and structured experiences in a safe nursery environment.	Staff consider current thinking and documentation such as CFE (BTC6), Realising the Ambition, Loving Lunches, Planning in the moment, My World Outdoors, Out to Play, Space to Grow and Setting the table.	Curriculum planning meetings and professional dialogue Pace of the day & experiences reviewed with all practitioners where professional dialogue & evaluations leads to positive change. HGIOELCC Self evaluation 5.1, 5.2 and 5.3 Health & Social Care Standards	Time, audits, appropriate documentation as a guide. My NL National Improvement Hub Care Inspectorate Hub Knowledge Hub	Ongoing September 2020– June 2021
100 % of Parents are included in their children’s learning/expansion plans and their views taken account of through parental feedback on Learning Journals and Personal Learning Plans.	Parental views and ideas are taken account of and acted upon where appropriate.	Where change is necessary it is implemented and information given out to parents. HGIOELCC Health & Social Care Standards	Leads monitor Learning Journals and parental feedback/comments.	Ongoing from September 2020 to June 2021
100% of staff will have opportunities to contribute their ideas and thinking into the 1140hrs expansion process.	Share good practice online with cluster/other establishments. Attend training online and professional reading.	Views of staff collected and collated and acted upon. Good practice shared and celebrated on weekly Nursery Round up on APP and School/ Nursery Website. HGIOELCC Health & Social Care Standards	Time, professional reading, training, and online meetings	Ongoing from September 2020 to June 2021
100% of collaborative opportunities are attended to within our cluster to support us in looking inward, outwards and forward in improving quality to support the delivery of 1140 hours and beyond.	In collaboration with colleagues across our cluster devise a calendar of events to support and improve ELC capacity and practice. To work in partnership our ELC Quality Officer.	Calendar of events, meeting agendas, minutes and actions. HGIOELCC Health & Social Care Standards	Time	Ongoing from September 2020 to June 2021

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

2020-21 School Improvement Priority 1

IMPROVEMENT PRIORITY 1: Improve attainment and achievement by reviewing and refreshing our Nursery – Primary 7 curriculum.					
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/ UNCR Article(s)
1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 3.1 3.2 3.3	<ul style="list-style-type: none"> • Early intervention and prevention • Social and emotional wellbeing • Promoting healthy lifestyles • 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 • Partnership working • Professional learning and leadership • Research and evaluation to monitor impact 	<ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information 	<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children's and young people's health and wellbeing; and • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> • Improvement in attainment, particularly literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people • Improved outcomes for vulnerable groups 	<ul style="list-style-type: none"> • Honouring Jesus Christ as the Way, the Truth and the Life • Developing as a community of faith and learning • Promoting Gospel Values • Celebrating and Worshiping • Serving the common good

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?
Refreshed Vision, Values and Aims form the bedrock of our curriculum and are evident in the entire work and life of Cathedral Primary School and Nursery Class.	<ul style="list-style-type: none"> • In consultation with pupils, staff, parents/carers, parish and partners, unpack current 'tree' poster into specific values and aims. • Refresh Vision, Values and Aims poster to reflect outcome of above consultation. • Introduce 'values' stickers to encourage pupils to demonstrate shared school values on a day-to-day basis. 	<ul style="list-style-type: none"> • Collated feedback form all stakeholders. • Refreshed Vision, Values and Aims successfully communicated to all stakeholders. • Vision, Values and Aims integral to Curriculum Rationale and visible in day-to-day life and work of school. • All pupils can name the school's values and talk about ways they have demonstrated them. 	<ul style="list-style-type: none"> • Website and school app to facilitate consultation • Values stickers 	Consultation: November 2020 Revised Vision, Values and Aims launch: January 2021 Values stickers introduced: January 2021
Curriculum Rationale, developed collaboratively by pupils, staff, parents, parish and partners, reflects the unique context of Cathedral Primary School & Nursery Class and is visible in forward plans and day-to-day learning and teaching.	<ul style="list-style-type: none"> • Support pupils, staff, parents/carers, parish and partners to reflect on what makes Cathedral Primary & Nursery Class special and unique. Organise thoughts and ideas under four headings: PURPOSE (What do we want to achieve for our pupils?) PLACE (How can our building, grounds, location, transport links and 	<ul style="list-style-type: none"> • Collated feedback from all stakeholders. • Curriculum Rationale written up and communicated to all stakeholders. • Curriculum Rationale evident in forward plans and day-to-day learning and teaching. • Curriculum Rationale posters displayed throughout school and pupils across all stages able to talk 	<ul style="list-style-type: none"> • West Lothian 'Learning Re-explored' resource 	Consultation: November 2020 - January 2021 Writing-up of Curriculum Rationale: February 2021 Launch to pupils and parents: mid April 2021

	<p>context shape and support our pupils' learning experiences?)</p> <p>PEOPLE (How can we maximise the knowledge, expertise and talents of people within the school, the local area and further afield to shape and support our curriculum?)</p> <ul style="list-style-type: none"> • Develop and write-up curriculum rationale, including a poster version for display in classrooms. • Launch refreshed curriculum with pupils and parents. 	<p>about what our curriculum is aiming to achieve.</p>		
<p>Nursery – P7 Curriculum Overview summarises the Broad General Education, entitlements and essential experiences all children benefit from during their time in Cathedral Primary School & Nursery Class.</p>	<ul style="list-style-type: none"> • Develop curriculum overview summarising teaching approaches and resources across all curricular areas, IDL contexts and essential experiences. 	<ul style="list-style-type: none"> • Direct correlation between curriculum overview, forward plans and day-to-day learning and teaching. 	<ul style="list-style-type: none"> • West Lothian 'Learning Re-explored' resource 	<p>Consultation: November 2020 - January 2021</p> <p>Writing-up of Curriculum Rationale: February 2021</p> <p>Launch to pupils and parents: mid April 2021</p>
<p>Progression pathways set out an appropriate pace of learning for all curricular areas and ensure progression between and within Curriculum for Excellence levels.</p>	<ul style="list-style-type: none"> • Develop and introduce progression pathways for all curricular areas. • Streamline approaches to forward planning by fully utilising new progression pathways. 	<ul style="list-style-type: none"> • Progression pathways developed and in place for all curricular areas. • Classroom observations confirm that learning activities across the school have clear focus on the development of skills. • Classroom observations confirm that there is a clear progression in learning activities across a Curriculum for Excellence level. • Staff questionnaire indicates new approaches to forward planning have reduced workload and bureaucracy. 	<ul style="list-style-type: none"> • Range of existing progression pathways for comparison, including cluster, Falkirk Council and St Conval's PS, Glasgow 	<p>On-going development and revision of pathways Oct 2020 – April 2021</p> <p>Term 2 Social Subjects, Reading, Art and Health & Wellbeing pathways introduced</p> <p>Term 3 Remaining Expressive Arts, Maths, Writing introduced</p> <p>Term 4 Science, Technologies and French introduced</p>
<p>Bespoke Cathedral Primary achievement award encourages and supports pupils to develop the four capacities in school, at home and in the wider community.</p>	<ul style="list-style-type: none"> • Release team of class teachers to develop draft Primary 1-7 achievement award which includes system for pupils to record their wider achievements. • Consult pupils and parents on draft programme before finalising pupil record books. • Produce individual pupil record booklets in preparation for August 2021 launch. 	<ul style="list-style-type: none"> • Collated feedback from pupils, parents, staff and wider community. • Completed record booklets reflect school's vision, values and aims and correlate with revised curriculum. 	<ul style="list-style-type: none"> • Existing achievement awards from St Michael's Primary, Dumfries, and St Conval's Primary, Glasgow. • Cover to allow teachers to be released 	<p>Consultation and development: Late January – early May 2021</p> <p>Booklets ready for August 2021 launch</p>

Evaluative Statement & Actual Impact/ Evidence	
November	
February	

2020-21 School Improvement Priority 2

IMPROVEMENT PRIORITY 2:	Increase the effectiveness and impact of learning and teaching across the school, with a particular emphasis on pupils leading their own learning.				
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 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 3.1 3.2 3.3	<ul style="list-style-type: none"> Early intervention and prevention Social and emotional wellbeing Promoting healthy lifestyles 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 Partnership working Professional learning and leadership Research and evaluation to monitor impact 	<ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing; and Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people Improved outcomes for vulnerable groups 	<ul style="list-style-type: none"> Honouring Jesus Christ as the Way, the Truth and the Life Developing as a community of faith and learning Promoting Gospel Values Celebrating and Worshiping Serving the common good

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?
All teaching staff and nursery practitioners have a shared understanding of the agreed changes necessary for bringing about transformation change in learning and teaching and have a collective narrative of the journey so far.	<ul style="list-style-type: none"> Use Education Scotland's 'Transforming Learning' toolkit to support practitioners to agree transformational change actions Develop Action plan to ensure agreed actions are followed through to successful completion over the coming year. 	<ul style="list-style-type: none"> Outcomes of 'Transformational Change' exercise are evident in changes to classroom practice and related policy documents. Staff questionnaire shows all staff have made positive changes to their practice during course of session. Pupils can articulate during HT/DHT – pupil dialogues the increased opportunities they have to lead their own learning. 	<ul style="list-style-type: none"> Education Scotland's 'Transformational Change' toolkit 	Toolkit used on October 2020 inservice day

<p>The key features of an effective lesson are evident in daily practice across all classes.</p>	<ul style="list-style-type: none"> • Provide all members of staff with 'Make Every Lesson Great' resource to support them in revisiting the features of an effective lesson. • Provide our five 2020/21 'Leaders of Learning' time to develop a Learning & Teaching resource bank on GLOW to support 	<ul style="list-style-type: none"> • Classroom learning visits confirm that all features of an effective lesson are embedded in day-to-day practice across all stages. • Staff questionnaire indicates that GLOW resource bank has supported changes to classroom practice. 	<ul style="list-style-type: none"> • Copy of 'Make Every Lesson Great' for all teaching staff • Cover to allow teachers to be released 	<p>Document provided to all staff on October 2020 inservice day</p>
<p>All Primary 1 and 2 pupils experience play-based learning on a daily basis and this has increased engagement, independence and confidence in almost all children. <i>(dependent on easing of restrictions)</i></p>	<ul style="list-style-type: none"> • Explore (and, once possible, observe) effective playful pedagogy practice in other schools. • Provide time for Leaders of Learning to adapt and develop practice observed in other schools into a play-based learning model for P1 and 2 pupils in Cathedral Primary. • Develop written guidance to ensure sustained consistent approaches across all P1 and 2 classes. 	<ul style="list-style-type: none"> • Classroom learning visits confirm that play-based approaches are feature in day-to-day practice in all Primary 1 and 2 classrooms. • Written guidance on playful pedagogy is visible in classroom practice. • Staff questionnaire confirms that all P1 and 2 staff feel up-skilled and confident in implementing play-based approaches within their classroom. 	<ul style="list-style-type: none"> • Sample playful pedagogy materials and resources from other establishments, including those from Glasgow's Improvement Challenge • Cover to allow teachers to be released to visit other establishments (when permissible) and develop guidance 	<p>Development January – March 2021</p> <p>Guidance developed and written April 2021</p> <p>Begin to implement approaches in classrooms May/June 2021</p>
<p>Changes to classroom organisation and the flexibility of the school day provide all Primary 3-7 pupils with increased opportunities to exercise choice and lead their learning. <i>(partly dependent on easing of restrictions)</i></p>	<ul style="list-style-type: none"> • Explore (and, once possible, observe) effective approaches to classroom organisation and pupil-led learning in other schools. • Provide time for Leaders of Learning to adapt and develop practice observed in other schools into an active, pupil-led learning model for P3 – 7 pupils in Cathedral Primary. • Develop written guidance to ensure sustained consistent approaches across all P3-7 classes. 	<ul style="list-style-type: none"> • Classroom learning visits confirm that P3-7 pupils have daily opportunities to lead their own learning. • Written guidance on organising P3-7 classrooms for learning and teaching is visible in day-to-day practice. • Staff questionnaire confirms that all P3 – 7 teaching staff feel up-skilled and confident in organising their classrooms in ways which support pupil-led learning. 	<ul style="list-style-type: none"> • Sample Learning & Teaching materials and resources from other establishments, St John's PS, Barrhead, DIY Classroom and St Conval's PS, Glasgow, Active8 approach • Cover to allow teachers to be released to visit other establishments (when permissible) and develop guidance 	<p>Development January – March 2021</p> <p>Guidance developed and written April 2021</p> <p>Begin to implement approaches in classrooms May/June 2021</p>
<p>All staff use a variety of assessment approaches, allowing pupils to demonstrate their knowledge, understanding, skills and attributes in a range of ways and in different contexts across the curriculum.</p>	<ul style="list-style-type: none"> • Staff input on the principles of effective assessment. • Provide our five 2020/21 'Leaders of Learning' time to identify and develop and populate assessment resource bank on GLOW. • Develop assessment policy and framework. 	<ul style="list-style-type: none"> • Classroom learning visits and HT/DHT – Class Teacher tracking dialogues confirm Assessment Policy and Framework is reflected in day-to-day practice across all stages. • Content of GLOW Assessment Resource Bank (e.g. HOTs material) is visible in classrooms across all stages. • Staff questionnaire confirms teaching staff across all stages feel more confident in reaching professional judgement on progress and attainment of their pupils. 	<ul style="list-style-type: none"> • Cover to allow teachers to be released to develop GLOW resource bank 	<p>Policy and Framework developed and written February/March 2021</p> <p>Resource Bank developed January – June 2021</p>
<p>Professional learning and collaboration facilitated through peer trios has led to improvements in classroom practice across all classes, particularly in relation to pupils leading their own learning.</p>	<p>(Once circumstances allow) Introduce 'Lesson Study' approach to facilitate robust collaborative enquiry into improving learning and teaching. In trios:</p>	<ul style="list-style-type: none"> ▪ Post research discussion confirms this session's changes to classroom organisation have increased opportunities for pupils across all stages to lead their own learning. 	<ul style="list-style-type: none"> ▪ Cover to allow teachers to be released for peer learning visits 	<p>Lesson Study visits May 2021, provided restrictions have eased</p>

<i>(dependent on easing of restrictions)</i>	<ul style="list-style-type: none"> ▪ Focus on an aspect of change to classroom organisation this session (play-based approaches/pupil-led learning) ▪ Identify three 'case pupils' ▪ Jointly plan a 'research lesson' ▪ Teach and jointly observe the research lesson focusing on the case pupils' learning and progress ▪ Interview case pupils to gain insight into the research lesson ▪ Hold post research lesson discussion, analysing impact of teaching technique and identifying next steps 			
The school's <i>Learning, Teaching and Assessment Framework</i> provides all teaching staff with clear guidance on the curriculum, classroom organisation, the features of an effective lesson and assessment.	<ul style="list-style-type: none"> • Pull learning and development work during course of year into four separate documents covering: <ul style="list-style-type: none"> ○ Curriculum Rationale ○ Features of effective lesson ○ Classroom organisation ○ Assessment 	<ul style="list-style-type: none"> • Monitoring of forward plans and classroom learning visits indicate <i>Learning, Teaching and Assessment Framework</i> is evident in day-to-day practice across all stages. • Staff questionnaire confirms <i>Learning, Teaching and Assessment Framework</i> is supporting consistent approaches and improved practice across all stages. 		Development of framework as outlined above. Launch May 2021 inservice day

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2020-21 School Improvement Priority 3

IMPROVEMENT PRIORITY 3:	Raise attainment in literacy and numeracy, improving outcomes for learners, by developing into a data-informed and data-literate school.				
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 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 3.1 3.2 3.3	<ul style="list-style-type: none"> • Early intervention and prevention • Social and emotional wellbeing • Promoting healthy lifestyles • 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 • Partnership working • Professional learning and leadership • Research and evaluation to monitor impact 	<ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information 	<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children's and young people's health and wellbeing; and • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> • Improvement in attainment, particularly literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people • Improved outcomes for vulnerable groups 	<ul style="list-style-type: none"> • Honouring Jesus Christ as the Way, the Truth and the Life • Developing as a community of faith and learning • Promoting Gospel Values • Celebrating and Worshiping • Serving the common good

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?
Staff at all levels have a clear understanding of their specific roles and responsibilities in relation to attainment data and are confident in analysing and interpreting data to improve outcomes for learners.	<ul style="list-style-type: none"> • Input to all teaching staff on the effective use of data. • Develop 'Effective use of Data' policy to outline approaches to gathering and tracking data and roles and responsibilities. 	<ul style="list-style-type: none"> • 2020/21 staff questionnaire confirms all staff confident in gathering and analysing data at classroom level. • 'Effective use of data' policy is reflected in day-to-day practice at all levels. 	Copy of policy for all teaching staff.	Input to staff: collegiate meeting on 23.11.20 Introduction of policy: January 2021 Staff questionnaire: June 2021
Effective, manageable systems are in place to track attainment in literacy and numeracy and these support robust SLT-Class Teacher dialogue around the attainment of all pupils as well as helping identify, plan and support children facing specific barriers to their learning,	<ul style="list-style-type: none"> • Establish literacy and numeracy baselines for all pupils using a range of measures including CfE Teacher Professional Judgement and appropriate standardised assessments. • Embed current approach to Pupil Progress Meetings to facilitate focused and proactive SLT – Class Teacher dialogue around pupil attainment and progress. • Pilot use of new NLC Monitoring & Tracking system across the school. 	<ul style="list-style-type: none"> • Accurate literacy and numeracy baselines set for all pupils by December 2020. • Staff confident in justifying professional judgements during Pupil Progress Meetings • Completed Pupil Progress Meeting pro-formas show regular, robust tracking across all stages • NLC monitoring & tracking system populated for all pupils • 2020/21 staff questionnaire confirms all staff confident in updating NLC tracking and monitoring system. 	Training in NLC tracking and monitoring system.	Class, year group and school baselines set by December 2020 Tracking meetings January and April Staff questionnaire June 2021

<p>Data on pupil attainment in literacy and numeracy is used to set ambitious, but realistic, short, medium and long-term targets for pupils, classes, year groups and the whole school.</p>	<ul style="list-style-type: none"> • Drawing on most recent comparator school data from NLC Dashboard and literacy/numeracy baselines, set CfE Achievement of a Level targets for June 2021. • Support class teachers to use current data to set targets for individual pupils, groups of pupils and the class at the beginning of each planning block. Involve pupils in the setting and review of targets. • Review current support/targeted interventions for pupils falling out-with expected milestones in literacy and numeracy. Develop overview grid of support/interventions, including baselines, person responsible for delivering and checkpoints. 	<ul style="list-style-type: none"> • Projected June 2021 literacy and numeracy targets set by class teachers for all pupils. • Projected June 2021 literacy and numeracy targets for year groups and whole school set by leadership team. • Projected targets within similar range of comparator schools. • Increase in literacy and numeracy attainment across almost all stages by June 2021. • Current available attainment data used to map out attainment over time. • Completed interventions grid summarises current interventions. 	<p>NLC dashboard</p>	<p>June 2021 literacy and numeracy targets set December 2020</p> <p>Comparison of Cathedral attainment data with comparator schools: January 2021</p> <p>Attainment mapped out over time: January 2021</p> <p>Interventions grid developed by May 2021</p>
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NAME OF ESTABLISHMENT: OLGA CATHEDRAL
PRIMARY SCHOOL
SAC/PEF ALLOCATION (FTE or resource):

NORTH LANARKSHIRE COUNCIL
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.

Initial self-evaluation following the appointment of the new Head Teacher identified the need for a number of universal spends this session rather than investment in further targeted interventions. Increasing staff capacity across all stages to consistently employ sound, evidence-based teaching approaches in literacy and numeracy aims to ensure almost all pupils will make good progress in literacy and numeracy and attain appropriate CfE levels as they progress through the school. This will, in time, reduce the number of pupils requiring additional support or targeted interventions. Phonics, the teaching of reading skills, and using a Concrete – Pictorial – Abstract teaching approach in mathematics have all been identified as areas requiring attention and investment.

The effective use of data is one of this year's improvement priorities and the PEF-funded DHT post will have a specific remit for overseeing the collation, tracking and analysis of data.

The development work around Learning & Teaching in this year's SIP (particularly around playful pedagogy and pupil-led learning) will be a focus for investment. It is anticipated that this will raise attainment by facilitating more effective approaches to differentiation and increasing overall pupil engagement.

0.8FTE additional Class Teacher will continue to release capacity for PT to deliver targeted interventions.

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)
0.8 FTE (£46,468)	Literacy Numeracy	Principal Teacher will provide targeted literacy and numeracy interventions for identified pupils, with a particular focus on P4 and P7 stages. <ul style="list-style-type: none"> Improved progress and attainment in literacy and numeracy in pupils facing poverty-related barriers to their learning. 	Baseline and check-point assessments
DHT 1 (£8,000)	Literacy Numeracy Attainment data	Additional DHT will work with staff across the school to support changes and improvements in numeracy and reading pedagogy. She will also oversee the gathering and collation of whole-school attainment data and support teaching staff to use data effectively at classroom level. <ul style="list-style-type: none"> 'Reflective Reading' approaches (see below) implemented and embedded in all P4-7 classrooms. Numeracy and Mathematics teaching manuals developed and in place across all seven stages. CPA approaches to the teaching of numeracy and mathematics in place across all stages. Accurate attainment data will be recorded for all pupils in numeracy, reading, writing, listening & talking. Ambitious, but achievable, attainment targets for literacy and numeracy will be set for all pupils, each stage and the school as a whole. Systems will be in place for 'live' attainment data to be analysed in a range of ways (SIMD, gender, EAL, etc.) 	Staff evaluations Classroom learning visits Collated data, including electronic tracking and monitoring system.
£12,000	Literacy: Reading	New banded fiction and non-fiction reading books (Collins Big Cat) will supplement existing texts across all stages. <ul style="list-style-type: none"> All P1-7 pupils will have access to up-to-date fiction and non-fiction texts, matched to their reading ability, resulting in increased engagement and improved attainment across all stages. Teaching staff across all stages will have increased confidence in making sound professional judgements on pupils' current attainment in reading. 	Classroom learning visits SLT – pupil dialogues SLT – Class Teacher dialogues at tracking meetings Collated data on reading attainment
£585 (teacher resource) £1,200 (training)	Literacy: Reading comprehension	'Reflective Reading' (Anne Glennie) resource, along with associated training, will build the capacity of Primary 4- 7 staff to teach reading comprehension. <ul style="list-style-type: none"> All teaching staff will be trained in 'Reflective Reading' and approaches will be implemented across all P4-7 classrooms. 	Staff evaluations Classroom learning visits SLT – pupil dialogues YARC

£7,000	Literacy: Phonics	<ul style="list-style-type: none"> • There will be an improvement in reading attainment across P4-7 through the systematic teaching of comprehension. <p>Read Write Inc phonics will replace the existing 'Jolly Phonics' programme from August 2021.</p> <ul style="list-style-type: none"> • All P1-3 teaching staff will be trained in the delivery of Read Write Inc phonics. • (from August 2021) There will be an increase in the number of pupils achieving Early Level in reading and writing at the end of P1 and the number of pupils achieving expected milestones in literacy in P2 and 3. 	<p>Staff evaluations</p> <p>(from August 2021) SNSAs Read Write Inc assessment YARC (selected pupils)</p>
£900	Numeracy	<p>One year subscription to Heinemann Active Maths to support consistent CPA approach across all stages.</p> <ul style="list-style-type: none"> • Numeracy and Mathematics teaching manuals developed and in place across all seven stages. • CPA approaches to the teaching of numeracy and mathematics in place across all stages. 	<p>Classroom learning visits.</p>