



Driving Equity and Excellence

Improvement Action Plans Session 2021-22



School:	Our Lady of Good Aid Cathedral Primary School & Nursery Class
Cluster:	Our Lady's High School, Motherwell

Improvement Plan Summary	
Cluster Priority:	Ensure equity for all learners and close the attainment gap in response to COVID-19.
School Priority 1:	Raise attainment in literacy and numeracy across all stages through the intelligent use of data, a strong universal offer at classroom level and the strategic deployment of the school's 'Attainment Team'.
School Priority 2:	Ensure pupils across all stages receive their full entitlement to a relevant and engaging Broad General Education by fully implementing and embedding our refreshed curriculum.
School Priority 3:	Increase the effectiveness and impact of learning and teaching across the school, with a particular emphasis on pupils leading their own learning, by fully implementing and embedding our Learning, Teaching and Assessment Framework.
Nursery Class Priority:	Improve attainment and achievement by reviewing and refreshing our Nursery curriculum and developing a dedicated Nursery 'Learning, Teaching and Assessment Framework'.

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 Innovation and Improvement Hub
 - 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

The Head Teacher presented the draft improvement priorities to the Parent Council on Monday 7th June 2021, outlining the rationale for each and summarising how they will be taken forward during the course of the session. The proposed use of the school's Pupil Equity Fund allocation was also discussed at this meeting and the Head Teacher linked each spend to the 2021/22 SIP priorities.

This year's improvement priorities were shared with parents and carers via Microsoft forms in in June 2021. Parents and carers were invited to submit feedback via the comments box.

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

Details of engagement with learners

All pupils, across all stages, were fully involved in reviewing and developing our refreshed curriculum last session. They will have further opportunities to evaluate our refreshed curriculum at various points through the year via our new 'Smart School Council'. All pupils will also be involved in developing a bespoke achievement award this session, to support them in developing the Four Capacities.

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

<p><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></p>	<p>Developing in Faith Themes</p>	<p><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></p> <p><i>The articles can be found here.</i></p>	
	<ol style="list-style-type: none"> 1. Honouring Jesus Christ as the Way, the Truth and the Life 		
	<ol style="list-style-type: none"> 2. Developing as a community of faith and learning 		
	<ol style="list-style-type: none"> 3. Promoting Gospel Values 		
	<ol style="list-style-type: none"> 4. Celebrating and Worshiping 5. Serving the common good. 		

2021-22 Cluster Improvement Plan

IMPROVEMENT PRIORITY:	Ensure equity for all learners and close the attainment gap in response to COVID-19.				
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)
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement	<ol style="list-style-type: none"> 1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership 	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	Priority 2: Closing the attainment gap between the most and least disadvantaged children Priority5: Improved outcomes for vulnerable groups	Article 28 – right to education Article 29 – goals of education

Outcome(s) / Expected Impact Detail targets, %, etc. (Establishments should insert their own measures)	Tasks/ Interventions to achieve priority	Measures	Timescale	Progress Updates
Increase level of attendance across the cluster through targeted intervention.	Identify children and families that are not attending using cluster data. Develop a consistent protocol that will be used by all establishments across the cluster with identified criteria Work collaboratively with well being team and third sector partners to support children and families back into school.	Audit and analysis of attendance data across the cluster Criteria and protocol in place and used by all establishments Monitoring and tracking data will reflect improvement in attendance Collaborative working will reflect a range of approaches that will be used by the well being team consistently across the cluster.	What are the key dates for implementation? When will outcomes be measured? Checkpoints? Checkpoints November Jan May	

<p>Increase the level of engagement of learners and their families through targeted opportunities.</p>	<p><u>School Engagement</u></p> <ul style="list-style-type: none"> • Ensuring a consistent understanding of standards across the cluster. • Sustained focus in planning and delivery of high quality core learning in Literacy, Numeracy and Health and Wellbeing. • CLPL opportunities for all staff • Review learning environment to ensure it meets the needs of children and young people. • All staff following GIRFEC principles and pathways. <p><u>Empowering Cluster Engagement</u></p> <ul style="list-style-type: none"> • Ensure equity of access for identified families across the cluster to the well being team and Third sector. • Interventions identified for targeted groups of families from our cluster with SMART targets. 	<p>Analyse and interrogate data across the cluster.</p> <p>Cluster establishments complete Audit to evidence current standards.</p> <p>Teachers planning will reflect a range of high quality teaching and learning approaches</p> <p>Learning visits and dialogue will reflect high quality teaching and learning</p> <p>Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc,</p> <p>Staff will engage in appropriate CLPL</p> <p>All GIRFME assessments in place</p> <p>Monitoring, tracking and attainment reviews will show progress in the leaning of children and young people to inform next steps</p> <p>Successful engagement of children and families with the well being team</p>	<p><u>Checkpoints</u></p> <p>November</p> <p>Jan</p> <p>May</p>	
<p>Robust arrangements are in place to support progressive high quality learning for children who are unable to attend school.</p>	<p>All children have equity of access to high quality remote learning experiences.</p> <p>Ensure equity of access to technology and connectivity for all families.</p> <p>Promote and familiarise staff with new Digital school/Virtual classroom materials.</p> <p>CLPL ongoing for digital learning.</p> <p>Review contingency planning for high quality blended learning approaches.</p>	<p>Audit of digital access for all families.</p> <p>Request device and deploy to identified families through NLC.</p> <p>Staff engage in ongoing CLPL related to digital learning and teaching.</p> <p>Pre and post staff self-evaluation of training and awareness of digital resources available.</p>	<p><u>Checkpoints</u></p> <p>November</p> <p>Jan</p> <p>May</p>	

		Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning.		
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Resources
Please include costs and, where relevant, state where cost is being met from.
Well being Team, Digital School, Education Scotland Guidance, GIRFEC guidance, Third Sector Assessments cost as required
CLPL- cost as required

2021-22 School Improvement Priority 1

IMPROVEMENT PRIORITY 1:	Raise attainment in literacy and numeracy across all stages through the intelligent use of data, a strong universal offer at classroom level, and the strategic deployment of the school's 'Attainment Team'.
Person(s) Responsible Who will be leading the improvement?	Graeme Young (HT); Marie Clare Duffy (DHT); Brenda McCoy (PT and designated RWIP Reading Leader)

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	6. Performance Information	2. Closing the attainment gap between the most and least disadvantaged children	2.4 Personalised Support	4. Targeted Approaches to Literacy and Numeracy	2. Developing as a community of faith and learning	Article 28 - right to education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Intelligent use of data				
Staff at all levels have a clear understanding of their 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"> HT and DHT (PEF) to provide further input to all teaching staff on the effective use of data. Introduce 'Effective use of Data' policy, outlining roles/responsibilities and approaches to gathering and tracking data. 	<ul style="list-style-type: none"> 2021/22 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. 	<p>Introduction of policy and related staff input: September 2021.</p> <p>Monthly HT – DHT (PEF) meetings.</p>	
Effective and manageable systems are in place to monitor and track progress and attainment in literacy and numeracy across all stages.	<ul style="list-style-type: none"> Embed use of NLC 'Progress & Achievement' system across all stages. Introduce challenge questions to support strategic analyse of data at all levels. 	<ul style="list-style-type: none"> NLC 'Progress & Achievement' system populated for all pupils at three points during course of year. 2021/22 staff questionnaire confirms all staff confident in updating Progress and 	<p>Challenge questions introduced September 2021 in preparation for October Pupil Progress Meetings.</p> <p>February 2022: staff questionnaire</p>	

		Achievement system and using challenge questions to analyse data.		
Reading, Writing and Listening & Talking assessment criteria have increased staff confidence and capacity in reaching informed, accurate professional judgements on the current progress and attainment of pupils in literacy.	<ul style="list-style-type: none"> Further develop and embed day-to-day use of Reading, Writing and Listening & Talking assessment criteria across all stages. Support teaching staff to translate evidence from assessment criteria into accurate overall professional judgements. 	<ul style="list-style-type: none"> All staff across all stages use criteria sheets contained in assessment folder as daily working documents. All staff confident in using literacy assessment criteria to justify professional judgements during Pupil Progress Meetings. 	Checkpoints in line with scheduled Pupil Progress Meetings: <ul style="list-style-type: none"> ✓ October 2021 ✓ January 2022 ✓ May 2022 	
The school's electronic benchmark tracker has increased staff confidence and capacity in reaching informed, accurate professional judgements on the current progress and attainment of pupils in numeracy and mathematics.	<ul style="list-style-type: none"> Introduce electronic mathematics benchmark tracker, linked to progression pathways, across all stages. Support teaching staff to translate evidence from benchmark tracker into accurate overall professional judgements. 	<ul style="list-style-type: none"> All staff across all stages use mathematics benchmark tracker as day-to-day resource. All staff confident in using benchmark tracker to justify professional judgements during Pupil Progress Meetings. 	Tracker introduced September 2021. <p>Checkpoints in line with scheduled Pupil Progress Meetings:</p> <ul style="list-style-type: none"> ✓ October 2021 ✓ January 2022 ✓ May 2022 	
Current data supports robust SLT-Class Teacher dialogue around the attainment of all pupils and informs the planning of support for children facing specific barriers to their learning,	<ul style="list-style-type: none"> Introduce revised approach to Pupil Progress Meetings to facilitate focused and proactive SLT – Class Teacher dialogue around pupil attainment and progress. Build staff confidence and capacity to interrogate and analyse attainment data within stages and work together to agree on how to support individuals and groups of pupils to reach their expected milestones. 	<ul style="list-style-type: none"> Completed Pupil Progress Meeting pro-formas show regular, robust tracking across all stages. Challenge questions contained in 'Effective use of data' policy guide day-to-day professional dialogue with stage partners across all year groups. 	Challenge questions introduced September 2021 in preparation for October Pupil Progress Meetings. <p>Checkpoints in line with scheduled Pupil Progress Meetings:</p> <ul style="list-style-type: none"> ✓ October 2021 ✓ January 2022 ✓ May 2022 	
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.	<ul style="list-style-type: none"> Revisit May 2021 attainment data to establish literacy and numeracy baselines for all pupils. 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. Drawing on most recent comparator school data from NLC Dashboard and literacy/numeracy baselines, set CfE Achievement of a Level targets for June 2022. 	<ul style="list-style-type: none"> Accurate literacy and numeracy baselines set for all pupils by September 2021. Attainment targets, based on stage assessment criteria and projected achievement of next CfE Level, set for all pupils. P1, 4 and 7 ACEL targets for June 2022 set by Sep 2021. P1, 4 & 7 ACEL targets met or exceeded by June 2022. 	All initial targets set by end of September 2021 <p>Checkpoints in line with scheduled Pupil Progress Meetings:</p> <ul style="list-style-type: none"> ✓ October 2021 ✓ January 2022 ✓ May 2022 	

Strong universal offer at classroom level

<p>The introduction and embedding of Read Write Inc. Phonics has led to improved attainment in reading and writing at Primary 1, 2 & 3.</p>	<ul style="list-style-type: none"> Facilitate Read Write Inc Phonics training for all Nursery – Primary 7 staff, as well as EAL teachers. Deploy PT as 'Reading Leader' to support P1 – 3 teachers in implementing and embedding Read Write Inc. Phonics programme. Liaise regularly with Ruth Miskin trainer to support tracking of pupil attainment and successful implementation of programme. 	<ul style="list-style-type: none"> August RWIP training evaluations confirm all staff feel confident in beginning to implement Read Write Inc. Phonics in their classroom. Day-to-day Reading Leader support visits and staff checkpoint evaluations confirm growing staff confidence and expertise in delivering Read Write Inc. Phonics. Drawing on baseline assessments, all pupils make expected progress. 	<p>August 2021: RWIP training</p> <p>Reading Leader Support in P1-3 classes ongoing from August 2021</p> <p>Checkpoints in line with scheduled Pupil Progress Meetings:</p> <ul style="list-style-type: none"> ✓ October 2021 ✓ January 2022 ✓ May 2022 	
<p>The embedding of 'Reflective Reading' approaches has led to improved attainment in reading and writing at Primary 4, 5, 6 & 7.</p>	<ul style="list-style-type: none"> Summarise 'Reflective Reading' approaches in new Literacy policy. Embed use of banded reading system and associated assessment criteria. 	<ul style="list-style-type: none"> Most pupils across P4-7 reading within expected reading bands; all pupils make expected progress based on August baseline assessment. 	<p>Literacy policy developed August – October, ready for Term 2 launch.</p> <p>Checkpoints in line with scheduled Pupil Progress Meetings:</p> <ul style="list-style-type: none"> ✓ October 2021 ✓ January 2022 ✓ May 2022 	
<p>The introduction of Primary 1-7 mathematics teaching manuals has ensured a Concrete - Pictorial - Abstract (CPA) approach is embedded across all stages, leading to improved attainment in mathematics and numeracy in P4 – 7.</p>	<ul style="list-style-type: none"> Embed use of mathematics teaching manuals across all stages. Carry out audit of concrete teaching materials across all stages; where necessary, top-up existing materials to ensure all stages are well-resourced. 	<ul style="list-style-type: none"> CPA approach evident in day-to-day classroom visits. Pupils across all stages able to talk about the ways in which they learned a particular concept during SLT – pupil learning dialogues. 	<p>Checkpoints in line with scheduled Forward Plan dialogues:</p> <ul style="list-style-type: none"> ✓ September ✓ November ✓ February ✓ April 	

Strategic deployment of the school's 'Attainment Team'

<p>Based on current data, the school's dedicated 'Attainment Team' is deployed timeously and strategically to support pupils falling out with their expected milestones in literacy/numeracy.</p>	<ul style="list-style-type: none"> Establish 'Attainment Team' (teachers, support staff, EAL teachers), under the direction of PEF Depute Head Teacher. Develop clear guidance on roles and responsibilities of various Attainment Team members. 	<ul style="list-style-type: none"> Remits and timetables evidence strategic deployment of Attainment Team. 	<p>August 2021: Initial Attainment Team briefing meeting</p> <p>DHT (PEF) reviews impact of interventions on monthly basis</p>	
<p>A range of evidence-based targeted literacy and numeracy interventions are in place to support pupils falling out with their expected milestones.</p>	<ul style="list-style-type: none"> Review current support/targeted interventions for pupils falling out-with expected milestones in literacy and numeracy. 	<ul style="list-style-type: none"> Overview grid summarises sustainable range of evidence-based interventions. 	<p>August 2021: Audit of interventions</p> <p>September – October 2021: development of overview grid</p>	

	<ul style="list-style-type: none"> Develop overview grid of targeted interventions, including baselines, staff responsible for delivering and checkpoints. Develop manageable format for Attainment Team to record/report back to PEF DHT, class teachers and parents/carers on impact of interventions. 	<ul style="list-style-type: none"> Targeted intervention record sheets/reports provide clear, succinct information on the progress of pupils over a given period of time. All pupils receiving targeted intervention make progress in their learning 	August/early September: development and introduction of intervention recording formats	
Resources				
Additional DHT (PEF): funded from Pupil Equity Fund				
Additional staffing (funded from Pupil Equity Fund)				
Read Write Inc. Phonics training and ongoing support (funded from Pupil Equity Fund)				

2021-22 School Improvement Priority 2

IMPROVEMENT PRIORITY 1:	Ensure pupils across all stages receive their full entitlement to a relevant and engaging Broad General Education by fully implementing and embedding our refreshed curriculum.
Person(s) Responsible Who will be leading the improvement?	

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	5. School Improvement	1. Improvement in attainment, particularly literacy and numeracy	2.2 Curriculum	5. Promoting a high quality learning experience	2. Developing as a community of faith and learning	Article 28 - right to education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Curriculum Rationale and P1-7 Curriculum Overview are evident in forward plans and visible in day-to-day learning and teaching across all stages.	<ul style="list-style-type: none"> Revisit Curriculum Rationale with staff at August 2021 collegiate meeting. Introduce and embed refreshed curriculum across all stages. Use Curriculum Rationale poster on a day-to-day basis across all stages to support pupils to talk about their current learning journey. 	<ul style="list-style-type: none"> Curriculum Rationale evident in forward plans and day-to-day learning and teaching (informal & scheduled observations; forward plan monitoring & dialogues). Curriculum Rationale posters displayed throughout school and pupils across all stages able to talk about what our curriculum is aiming to achieve. Pupil, staff and parent/carer questionnaires confirm 	<p>Staff meetings: August 2021</p> <p>Forward Plan monitoring: Sep, Nov, Feb, April</p> <p>Pupil questionnaire: Feb Staff questionnaire: Feb Parent/carer questionnaire: March</p>	

		Curriculum Rationale is reflected in day-to-day learning experiences.		
Progression pathways ensure an appropriate pace of learning and progression between and within Curriculum for Excellence levels in all curricular areas.	<ul style="list-style-type: none"> Introduce and embed 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 all 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. 	<p>All pathways introduced from Aug 2021</p> <p>Classroom observations Nov & Feb 2022</p> <p>Staff questionnaire Feb 2022</p>	
Key teaching approaches and core resources outlined on Curriculum Overview are consistently used across all classes.	<ul style="list-style-type: none"> Prior to initial forward plan, revisit with teaching staff all agreed approaches and core resources (e.g. CPA, Read Write Inc. Phonics, Rising Stars Spelling, Reflective Reading). Monitor and evaluate successful implementation of 'Active8' during Nov scheduled classroom observations. Monitor and evaluate successful implementation of Read Write Inc, Phonics and Reflective Reading during Feb scheduled classroom observations. 	<ul style="list-style-type: none"> Both daily informal and scheduled classroom observations confirm that all agreed teaching approaches and core approaches are consistently used across all classes. SLT – pupil learning dialogues: pupils able to talk about their day-to-day learning. 	<p>Classroom observations Nov 2021 & Feb 2022</p> <p>SLT – pupil learning dialogues Nov 2021 & Feb 2022</p>	
IDL topics across all stages have a clear focus on the learning and skills contained in identified Es & Os.	<ul style="list-style-type: none"> Introduce IDL Es & Os overviews across all stages. Provide staff with written guidance on writing an IDL topic, including a sample plan. 	<ul style="list-style-type: none"> Skills highlighted on progression pathways correlate with Es & Os on topic overviews. IDL topic plans have clear focus on learning, including appropriate assessment activities directly linked to identified Es & Os and 'key questions'. Topic working walls show the development/process of pupils' learning (key questions, stimuli, evidence of the work's evolution) 	<p>Monitoring of Forward Plans: Sep 2021, Nov 2021, Feb 2022 & April 2022</p> <p>Monitoring of working walls: Nov 2021 & Feb 2022</p>	

<p>All pupils have access to, and benefit from, the <i>Essential Experiences</i> outlined for their year group on the school's Curriculum Overview.</p>	<ul style="list-style-type: none"> • Introduce Year Overview as part of forward plan to support teaching staff in mapping out their class's essential experiences across the year. • Evaluate value and impact of essential experiences; review and modify as appropriate. 	<ul style="list-style-type: none"> • Individual class year overviews in forward plans identify where various essential experiences will take place during course of year. • Photographic evidence of essential experiences in Seesaw journals/Class Blogs and Twitter. • Pupil and parent/carer questionnaires 	<p>Monitoring of initial Forward Plan: Sep 2021</p> <p>Monitoring of Seesaw: Nov 2021 & April 2022</p> <p>Pupil questionnaire: Feb 2022</p> <p>Parent/carer questionnaire: March 2022</p>	
<p>All Cathedral pupils across all stages have meaningful opportunities to learn in partnership with pupils from Firpark Primary School.</p>	<ul style="list-style-type: none"> • Develop, in partnership with Firpark Primary, a programme of meaningful learning opportunities for each stage (Ca-Fi Connections), linked to Es & Os. • Evaluate value and impact of Ca-fi Connections opportunities; review and modify as appropriate. 	<ul style="list-style-type: none"> • Ca-fi Connections overview grid outlines range of meaningful cross-school opportunities. • Electronic records (e.g. Seesaw, Twitter) and Ca-fi Connections display board provide ongoing evidence of joint working. • Evaluations of individual ventures highlight what has worked well and what needs to be modified; this is reflected in 2022/23 programme. 	<p>Initial collaboration with Firpark on Ca-fi Connections programme: January 2022</p> <p>Evaluation of programme: June 2022</p>	
<p>The school's bespoke <i>Rose Trainer Achievement Award</i> supports all pupils to develop the four capacities in meaningful ways at school, home and in the wider and global community.</p>	<ul style="list-style-type: none"> • Release class teachers to complete 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 October 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. 	<p>Consultation and development: November 2021</p> <p>Booklets ready for January 2022 launch.</p>	
<p>Resources Please include costs and, where relevant, state where cost is being met from.</p>				

2021-22 School Improvement Priority 3

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, by fully implementing and embedding our Learning, Teaching and Assessment Framework.

Person(s) Responsible
Who will be leading the improvement?

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	2. Teacher Professionalism	1. Improvement in attainment, particularly literacy and numeracy	2.3 Learning, Teaching and Assessment	5. Promoting a high quality learning experience	2. Developing as a community of faith and learning	Article 28 - right to education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
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"> Formally launch <i>Learning, Teaching and Assessment Framework</i> at August inservice day; provide all staff with personal copy. Promote <i>Learning, Teaching and Assessment Framework</i> on regular basis to ensure it maintains high profile throughout year. Evaluate impact of <i>Learning, Teaching and Assessment Framework</i> via staff questionnaire. 	<ul style="list-style-type: none"> The principles and practice articulated in <i>Learning, Teaching & Assessment Framework</i> is visible in day-to-day practice (see below). Aspects of <i>Learning, Teaching & Assessment Framework</i> regularly feature in collegiate meeting presentations. Staff questionnaire indicates <i>Learning, Teaching & Assessment Framework</i> has 	<p>Launch of Framework: Aug 2021</p> <p>Staff questionnaire Feb 2022</p>	
The key features of an effective lesson are evident in daily practice across all classes.	<ul style="list-style-type: none"> Build regular individual staff self-evaluation using '<i>Make Every Lesson Great</i>' into Quality Assurance Calendar. Make focus of January classroom learning visits the key features of an effective lesson. 	<ul style="list-style-type: none"> Classroom learning visits confirm all teachers use features of an effective lesson, whether whole-class or small group. 	<p>Learning visits: Nov 2021 Feb 2022</p>	
The school's 'Active8' approach to classroom organisation provides all Primary 3-7 pupils with increased opportunities to exercise choice and lead their learning.	<ul style="list-style-type: none"> Support P3-7 staff to get 'Active8' fully up and running within their classroom. Revisit 'Active8' approach at November collegiate meeting to evaluate initial impact and plan next steps. 	<ul style="list-style-type: none"> Learning visits confirm Active8 approach implemented across all P3 – 7 classes in line with policy. 	<p>Learning visits: Nov 2021 Feb 2022</p>	

	<ul style="list-style-type: none"> • Include focus on Active8 approach during November classroom learning visits. • Gather views of pupils as part of November SLT – pupil learning conversations. • Carry out full evaluation of Active8 approach towards end of year; plan next steps. 	<ul style="list-style-type: none"> • Pupils able to use Active8 taskboard to talk HT through their learning for that day. • Pupils able to articulate way in which Active8 has changed and enhanced their learning. • Pupil and staff questionnaires confirm Active8 has increased pupil engagement, motivation, personalisation & choice and facilitated more robust approaches to differentiation. 	<p>SLT – pupil dialogues Nov 2021 Feb 2022</p> <p>Staff questionnaire: Feb 2022</p> <p>Pupil questionnaire: Feb 2022</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"> • Introduce revised assessment policy; set aside collegiate meeting to clarify key principles and agreed systems. 	<ul style="list-style-type: none"> • Monitoring of forward plans, jotters and pupil Learning Journals on Seesaw confirm range of assessment approaches being used. • Monitoring of sample of assessment folders confirms assessment criteria being used to track attainment and plan for next steps. 	<p>Monitoring of forward plans: Sep 2021 Oct 2021 Feb 2022 Apr 2022</p> <p>Monitoring of Assessment Folders: Feb 2022</p>	

Resources

Please include costs and, where relevant, state where cost is being met from.

2021-22 Nursery Class Improvement Plan

IMPROVEMENT PRIORITY :	Improve attainment and achievement by reviewing and refreshing our Nursery curriculum and developing a dedicated Nursery 'Learning, Teaching and Assessment Framework'.
Person(s) Responsible Who will be leading the improvement?	

NIF Priority	NIF Driver	Education and Families Priority	HGIOELCC QIs	PEF Intervention	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	2. Teacher Professionalism	1. Improvement in attainment, particularly literacy and numeracy	2.3 Learning, Teaching and Assessment	5. Promoting a high quality learning experience	Article 28 - right to education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Curriculum Rationale, developed collaboratively by pupils, staff, parents and partners, reflects the unique context of Cathedral Primary Nursery Class and is visible in forward plans and day-to-day learning and interactions.	<ul style="list-style-type: none"> Support pupils, staff, parents/carers, and partners to reflect on what makes Cathedral 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 context shape and support our pupils' learning experiences?) 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?) Develop and write-up curriculum rationale, including a poster version for display in nursery. Launch refreshed curriculum with children and parents. 	<ul style="list-style-type: none"> Collated feedback from all stakeholders. Curriculum Rationale written up and communicated to all stakeholders. Curriculum Rationale evident in planning and day-to-day learning and interactions. Curriculum Rationale posters displayed throughout nursery and children able to talk about what our curriculum is aiming to achieve. 	Consultation with stakeholders: Nov/Dec 2021 Writing up of rationale: Jan 2022 Launch: Mid Feb 2022	
Nursery Curriculum Overview summarises the Broad General Education, entitlements and essential experiences all children benefit from during their time in Cathedral Primary Nursery Class.	Develop curriculum overview which summarising learning approaches/resources across all curricular areas, IDL contexts and essential experiences.	Direct correlation between curriculum overview, forward plans and day-to-day learning and interactions.	Consultation with stakeholders: Nov/Dec 2021 Writing up of rationale: Jan 2022 Launch:	

			Mid Feb 2022	
Progression pathways set out an appropriate pace of learning for all curricular areas and ensure progression within Curriculum for Excellence Early Level.	<ul style="list-style-type: none"> Introduce progression pathways for all curricular areas. Revisit approaches to nursery planning to incorporate new progression pathways. 	<ul style="list-style-type: none"> Progression pathways in place for all curricular areas. Observations confirm that learning activities across the nursery have a clear focus on the development of skills. Observations confirm that there is a clear progression in learning across Early Level. 	<p>Initial introduction of pathways: Oct 2021</p> <p>Review of planning approaches: Oct – Dec 2021</p>	
All nursery practitioners have a shared understanding of the agreed changes necessary for bringing about further improvements in day-to-day nursery practice/pedagogy and have a collective narrative of the journey so far.	<ul style="list-style-type: none"> Meet with all nursery practitioners in small groups, using discussion paper to facilitate professional dialogue on proposed developments and improvements. Set aside November inservice day to further explore and develop agreed areas from initial small-group meetings. Involve all practitioners in developing whole-school self-evaluation summary paper on 1.3, 2.3, 2.7, 3.1 and 3.2. 	<ul style="list-style-type: none"> Collated information from collegiate work carried out at November inservice day. Staff questionnaire and direct observations confirm all staff have made positive changes to their practice during course of session. 'Live' self-evaluation summary paper uses accurate evaluative statements to articulate current position and next steps. 	<p>Small group meetings: w/b 04.09.21</p> <p>Inservice: 15.11.21</p> <p>Development of self-evaluation summary paper: 1.3: Oct 2021 3.1: Dec 2021 2.3: Feb 2022 2.7: April 2022 3.2: June 2022</p>	
The key features of an effective learning activity/interaction are evident in daily practice across all areas of the nursery.	<ul style="list-style-type: none"> Drawing on 'Realising the Ambition', develop bespoke 'Make Every Interaction Great' resource to support staff in revisiting the features of effective learning activities/interactions. 	<ul style="list-style-type: none"> Nursery learning visits confirm that all features of an effective learning activity/interaction are embedded in day-to-day practice across the nursery. Staff questionnaire indicates that 'Make Every Interaction Great' has supported improvement to, and consistency in, pedagogy across the nursery. 	<p>Inservice: 15.11.21</p> <p>Writing up of resource: Nov 2021 – Jan 2022</p> <p>Staff questionnaire: Feb 2022</p>	
All practitioners 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.	<ul style="list-style-type: none"> Deliver series of staff training on the principles of effective assessment. Revisit planning formats to ensure assessment is integral to the planning process. Develop assessment policy and framework. 	<ul style="list-style-type: none"> Learning visits and NLT – Practitioner tracking dialogues confirm Assessment Policy and Framework is reflected in day-to-day practice. Monitoring of planning confirms assessment is integral to planning process. 	<p>Staff training: Dec 2021 – Jan 2022</p> <p>Writing up of policy: Jan - Feb 2022</p>	

		<ul style="list-style-type: none"> Staff questionnaire confirms practitioners feel more confident in reaching professional judgement on progress and attainment of children. 		
Professional learning and collaboration facilitated through peer trios has led to improvements in practice and greater consistency across the nursery.	<p>Introduce 'Lesson Study' approach to facilitate robust collaborative enquiry into improving learning and teaching. In trios:</p> <ul style="list-style-type: none"> Identify area(s) of focus. Identify one 'case pupil' Jointly plan a 'research lesson' Teach and jointly observe the research lesson focusing on the case pupil's learning and progress Interview case pupil to gain further insight into the research lesson Hold post research lesson discussion, analysing impact of pedagogy and identifying next steps 	<p>Post research discussion confirms this session's development around pedagogy has led to improvements in day-to-day practice across the nursery.</p>	<p>Input on Lesson Study approach: Feb in-service (16.02.22)</p> <p>Implementation: April 2022</p>	
The nursery's <i>Learning, Teaching and Assessment Framework</i> provides all practitioners with clear guidance on the curriculum, organisation of learning spaces and the features of an effective learning activity/interaction 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 Organisation of learning spaces Features of an effective learning activity/interaction Assessment 	<p>Monitoring of planning and nursery learning visits confirms <i>Learning, Teaching and Assessment Framework</i> is embedded in day-to-day practice across the nursery.</p> <p>Staff questionnaire confirms <i>Learning, Teaching and Assessment Framework</i> is supporting consistent approaches and improved practice across nursery.</p>	<p>Launch: Mid-Feb 2022</p>	
<p>Resources Please include costs and, where relevant, state where cost is being met from.</p>				

NAME OF ESTABLISHMENT:
SAC/PEF ALLOCATION (FTE or resource):

£115,000

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
SAC/ PEF RESOURCE SPEND



SAC/ PEF PLAN 2021-22

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 in September 2020 identified the need for a number of overarching spends to strengthen the school's universal offer in literacy and numeracy. The rationale behind this was that, over time, this would 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 were areas which were invested in last session.

This year's spending aims to build on this foundation, with a key objective of providing additional staff at all levels to provide strategic targeted support for pupils at risk of underachieving. The effective use of data is, for a second year, a priority on our SIP and the PEF-funded DHT will continue to have a specific remit for overseeing the collation, tracking and analysis of data as well as leading our new 'Attainment Team'.

Building on last session's 'Reflective Reading' training and substantial investment in new banded reading texts across P1 – 7, a major focus of this session's PEF spend will be investing in Reading for Enjoyment

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)
£8,099	PEF DHT	Additional DHT will have remit for overseeing the gathering, collation and analysis of data. This will be used to guide SLT – class teacher dialogues on the progress/attainment of pupils, inform differentiated planning at classroom level and ensure prompt targeted intervention/support. PEF DHT will also form and lead new Attainment Team, comprised of class teachers, EAL teachers and support staff, to provide on-going targeted intervention/support to pupils at risk of underachieving. This will lead to increased attainment in literacy and numeracy across all stages	ART, AMT, YARC and standardised assessments. Read Write Inc Fresh Start assessments. IDL assessments. Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats.
£35,535	Additional teaching staffing (2 FTE)	These additional teachers and support staff will provide the core of the Attainment Team, carrying out baseline and ongoing assessments (including strategic use of standardised assessments) and delivering a range of targeted interventions/support in literacy and numeracy to individuals and small groups. This will lead to increased attainment in literacy and numeracy across all stages and will ensure ACEL data at P1, 4 and 7 is either maintained or raised.	Weekly 'Attainment Team' planning and evaluations.
£11,480	Additional Support staff (17.5 hours)		June 2022 ACEL data; 'What's the Story?' dashboard.
£999	Online reading library	Collins Big Cat banded reading texts were purchased with part of last year's PEF allocation. The purchase of the eLibrary will give pupils across all stages at-home access to all Big Cat texts, ensuring they are regularly reading books at their level.	
£3,600	Read Write Inc Phonics	Read Write Inc phonics will replace the existing 'Jolly Phonics' programme from August 2021. <ul style="list-style-type: none"> All P1-3 teaching staff will be trained in the delivery of Read Write Inc phonics. 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. 	Six- weekly Read Write Inc Phonics assessments. Ongoing Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats. June 2022 P1 ACEL data.
£20,000	Reading for Enjoyment	A new library will be set up (£5000 on furniture and £15,000 initial spend on new books) to provide pupils across all stages with access to high-quality books at their level, including a dedicated reference library. This will motivate children to read beyond their classroom reading texts, further developing their reading skills and helping instil a lifelong love of reading.	Pupil survey on new library, gathered through 'Smart School Council'. Ongoing Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats.
£2500	Accelerated Reading	All new library books purchased through above £15,000 will be 'Accelerated Reading'-ready. Once in place, this will allow pupils to complete an online quiz on the book they have read and also provide the facility for class teachers to monitor their pupils' reading for enjoyment and track the impact this is having on their attainment over time.	Data provided through 'Accelerated Reading' dashboard.