



Driving Equity and Excellence

Improvement Action Plans

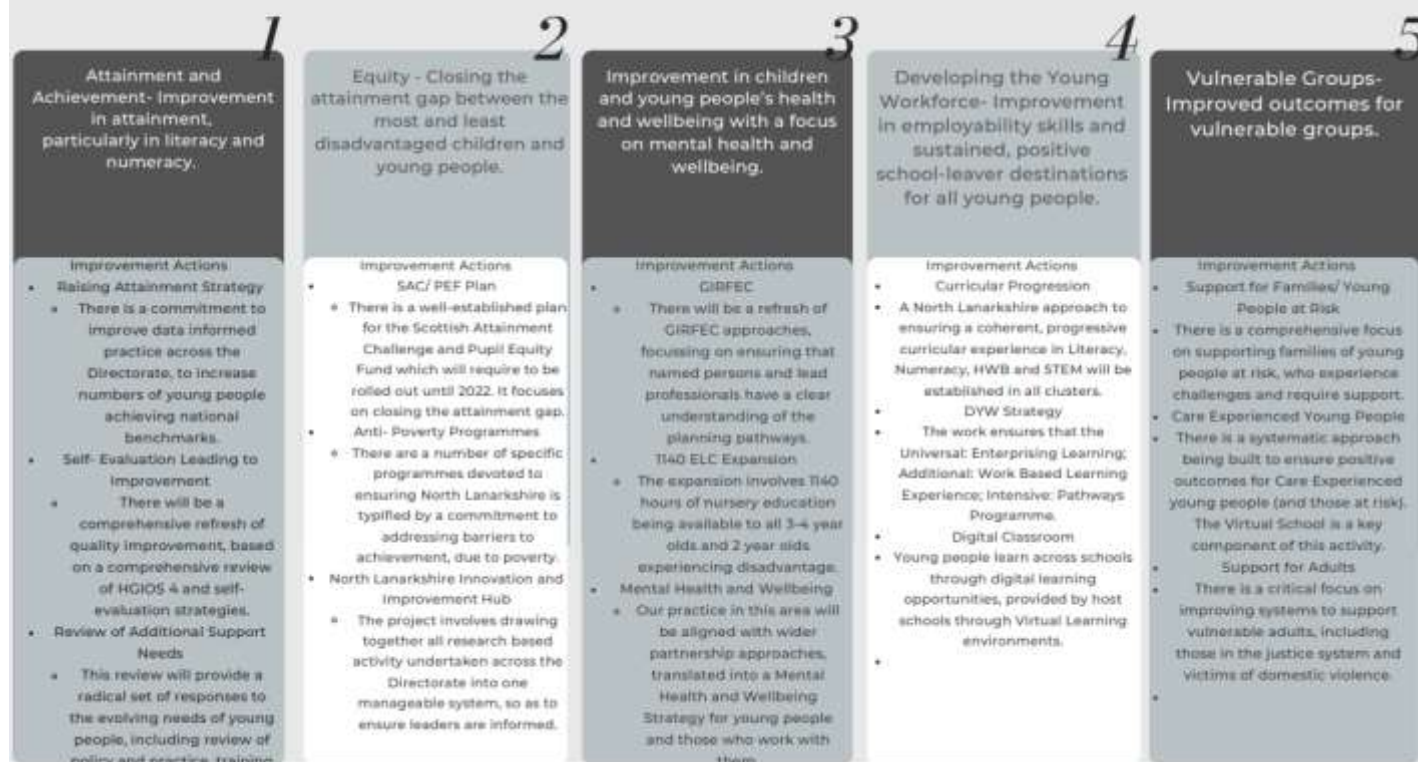
Session 2022-23

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

Improvement Plan Summary	
Cluster Priority	To ensure equity for all learners & improve attainment.
School Priority 1	Raise attainment in writing across all stages through a review and refresh of teaching approaches.
School Priority 2	Raise attainment in reading by developing and embedding a culture of Reading for Enjoyment across all stages, reinforced by the use of 'Accelerated Reader'.
School Priority 3	Establish a digital pedagogy across all stages of the curriculum which engages learners and delivers a high-quality learning experience for all pupils.
Nursery Class Priority	Raise attainment in writing through the introduction and embedding of 'Talk for Writing' approaches, underpinned by a culture of reading for enjoyment.



Education and Families Priorities



Audit and Consultation

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

Details of engagement (pupils, parents/carers, partners)

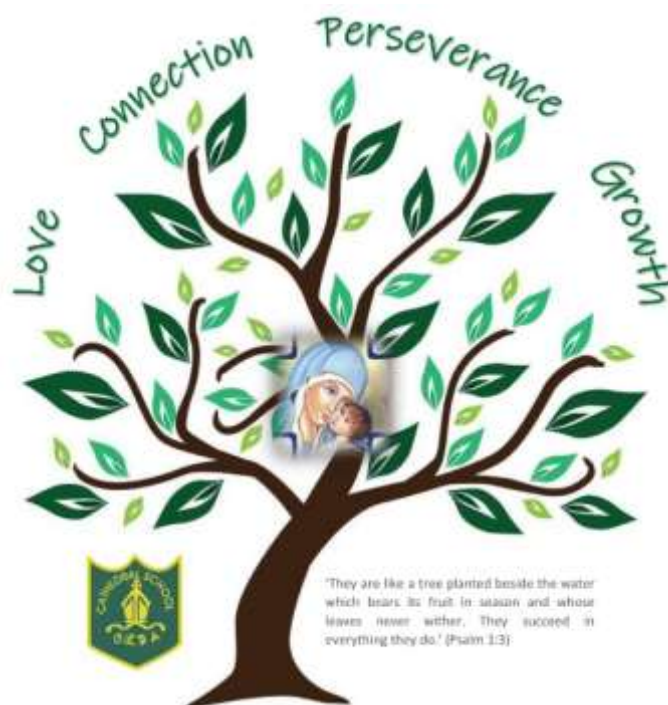
All parents and carers were consulted on the 2022/23 SIP via a Microsoft forms questionnaire. This included a question which asked them to have a conversation with their child(ren) on what made a good lesson.

The Head Teacher presented the 2022/23 improvement priorities to the Parent Council on Monday 6th June 2022 as part of his presentation of the 2021/22 School Improvement Report, 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.

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

All pupils, across all stages, were fully involved via Smart School Council in the development of our new school library, which opened in March 2022. They will have further opportunities, via Smart School Council, to contribute to the development of Reading for Enjoyment during the course of the 2022/23 session.

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

2022-23 Improvement Plan

Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To ensure equity for all learners & improve attainment.
Person(s) Responsible Who will be leading the improvement?	Cluster Chair, Cluster Heads, CIIL & Staff across the cluster establishments

(Please insert the relevant information below using the codes above)

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

NLC Priority: Priority 2: Closing the attainment gap between the most and least disadvantaged children Priority 5: Improved outcomes for vulnerable groups	QI: 1.3, 2.2, 2.3, 2.4, 3.2
---	---------------------------------------

PEF Intervention: 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	Developing in Faith/UNCRC: Article 28 & 29
--	--

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
 We know, and research tells us, that good attendance and parental engagement are vital for children and young people to reach their full potential. It is therefore vital that we constantly strive to improve attendance and engagement levels. We believe this can be best achieved through rigorous and robust procedures alongside projects which work hand in hand with children and their families to help us better understand the challenges they face and how best to support them. We aim to improve the cluster average attendance from 92% to 95%.
 From the cluster ACEL data, writing across the cluster primary schools was identified as the biggest gap, therefore moderation and collaborative professional learning across all sectors will allow us to learn from each other, be consistent and clear in our approach. We hope to reduce the gap and show improvements in our data.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**
 Well being Team, Digital School, Education Scotland Guidance, GIRFEC guidance, Third Sector
 Assessments cost as required
 CLPL- cost as required

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative,		

		Quantitative – short/medium/long term data)		
<p><u>Empowering Cluster:</u></p> <p>Increase engagement and improve Health & Well Being with targeted families (6 families per establishment).</p> <p>Increase level of attendance in all establishments across the cluster. This will be measured at P4 and S1 children across the cluster.</p> <p>The cluster average: P4 91.50%. S1 92.3% Cluster outcome to increase to 95%</p>	<ul style="list-style-type: none"> • Pilot project- 6 families (selected last session based on their current level of engagement) from each establishment in the cluster to take part in collaborative project to support and improve engagement leading to improved attendance. • Monthly attendance reviews with SLT and CIIL to identify families with attendance below the local authority average. • Monthly meeting with identified families to support improved attendance. • Family engagement worker to support targeted families. • Robust arrangements are in place to support high quality learning for children who are not in school. 	<ul style="list-style-type: none"> • Audit and analysis of engagement with Pilot Project across the cluster. • Audit and analysis of attendance data across the cluster • 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. 		
<p><u>Cluster:</u></p> <p>Improve attainment in writing across the cluster with a focus on</p> <p>Early Level St. Brendan's – increasing by 5 learners Cathedral – increasing by 4 learners Netherton Family Learning increasing by 5 learners Bothwell Park increasing by 3 learners</p> <p>Primary The cluster average for P4 is 78.3% aim to increase to 82%</p> <p>St Brendan's 79.5% to 83%</p>	<ul style="list-style-type: none"> • Analyse and interrogate data across the cluster • CLPL opportunities • Develop a consistent and shared understanding of standards across the cluster • Moderation of planning, experiences and high quality periodic assessment • Pedagogy trios/ Team teaching opportunities will be planned collaboratively across the cluster to reflect a shared understanding of the standards. 	<ul style="list-style-type: none"> • Tracking and monitoring • Feedback and implementation from CLPL opportunities • Cluster establishments complete Audit to evidence current standards. • Teachers planning will reflect a range of high quality teaching and learning approaches • Learning visits and dialogue will reflect high quality teaching and learning • Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc, • All GIRFME assessments in place 		

OLGA Cathedral increase from 79% to 82% in P4 St Bernadette's 63.6% to 81.8% (4 learners)		<ul style="list-style-type: none"> Monitoring, tracking and attainment reviews will show progress in the leaning of children and young people to inform next steps Successful engagement of children and families with the well being team 		
Final evaluation:				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Raise attainment in writing across all stages through a review and refresh of teaching approaches.
Person(s) Responsible Who will be leading the improvement?	STRATEGIC LEADS: Graeme Young (HT); Marie Clare Duffy (DHT); Brenda McCoy (PT) WRITING AMBASSADORS (P3 – 7): Leanne Tominey (Class Teacher); Nicole Cameron (Class Teacher) WRITING AMBASSADORS (NURSERY - P2): Susan Imray (Early Years Practitioner); Melissa Forsyth (Class Teacher); Jacqueline McDerment (Class Teacher)	

(Please insert the relevant information below using the codes above)				
NIF Priority: 3; 5		NIF Driver: 2; 3; 4; 6		
NLC Priority: 1; 2		QI: 2.2; 2.3		
PEF Intervention: 5; 7; 11		Developing in Faith/UNCRC: 28; 29		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.				
One day 'Talk for Writing' training for four members of staff (May 2022): £780 Copy of 'Creating Storytellers and Writers' for each member of staff: £659.78 Online early Years 'Talk for Writing' training (September 2022): £585 Copy of Talk for Writing in the Early Years' for all Primary 1 and 2 staff: £197.94 PEF DHT and additional staffing to maintain 'Attainment Team': £64,566				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Attainment in Writing across all stages currently lags behind attainment in Reading, with the gap tending to widen as pupils progress through the school. The last major focus on writing in Cathedral Primary was 'Big Writing' training in 2014. There is a growing evidence base around the positive impact the 'Talk for Writing' approach has on pupils' attainment, including a paper by Roger Beard, Emeritus Professor of Primary Education, UCL Institute of Education, London. We're confident 'talk for Writing' will not only reinvigorate and strengthen the teaching of writing in Cathedral Primary but also raise pupils' attainment in this area.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Please refer to section above 'Rationale'.				
EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		

<p>By June 2023, attainment in writing across all stages will be 82% or above.</p>	<ul style="list-style-type: none"> Establish writing baseline for all pupils, drawing on teacher professional judgement and writing assessment criteria. Monitor and track attainment of pupils across the year, in tandem with Oct, Feb and May Pupil Progress Meetings. Utilise 'Attainment Team' to provide targeted support for pupils. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> Baseline writing assessment using Oxford Writing Criterion to identify strengths and gaps. Collated teacher professional judgements across stage from 'Progress & Achievement' system. Attainment Team weekly evaluations of interventions. June 2023 ACEL data. 		
<p>Trained 'Writing Champions' provide all teaching staff with on-going access to expertise and support in 'Talk for Writing' approaches.</p>	<ul style="list-style-type: none"> Assign two members of staff as 'Writing Ambassadors' to attend 'Talk for Writing' training, along with HT and DHT (May 2022) Develop action plan on how 'Talk for Writing' approaches will be introduced, developed and embedded in 2022/23 session. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> Records of staff attendance at training. <p><u>Qualitative</u></p> <ul style="list-style-type: none"> 'Talk for Writing' training evaluations. 		
<p>All teaching staff have increased knowledge and understanding of effective approaches to teaching writing, particularly the 'Talk for Writing' process.</p>	<ul style="list-style-type: none"> Provide all members of teaching staff with copy of 'Creating Storytellers and Writers'. Initial 'Talk for Writing' training input on August inservice. Audit current approaches to writing. Identify what is currently working and could be retained or adapted. Deliver series of in-house training sessions during scheduled collegiate meetings: <ul style="list-style-type: none"> Overview of an aspect of the 'Talk for Writing' process (including watching online video clips) Discussion in stage groups on how session's input could be implemented in classrooms. Agree on next steps, outlining aspects of 'Talk for Writing' to be introduced prior to next training session. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> Records of staff attendance at training. <p><u>Qualitative</u></p> <ul style="list-style-type: none"> Periodic reviews between HT and 'Talk for Writing' Ambassadors on progress of roll out. 'Talk for Writing' training evaluations. 		

<p>All teaching staff are confident in delivering high-quality, differentiated lessons based on 'Talk for Writing' approaches.</p>	<ul style="list-style-type: none"> • (as above) Provide all members of teaching staff with copy of 'Creating Storytellers and Writers'. • Initial 'Talk for Writing' training input on August inservice. • Deliver series of in-house training sessions during scheduled collegiate meetings: <ul style="list-style-type: none"> - Overview of an aspect of the 'Talk for Writing' process (including watching online video clips) - Discussion in stage groups on how session's input could be implemented in classrooms. - Agree on next steps, outlining aspects of 'Talk for Writing' to be introduced prior to next training session. • Create new writing resource area in literacy cupboard, comprised of current resources as well as newly-purchased materials. • Work collegiately to compile a whole-school ideas bank of suggested writing contexts. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Summary of Findings from February classroom learning visits, indicating percentage of lessons graded good, very good and excellent. • Annual staff questionnaire (April) <p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Periodic reviews between HT and 'Talk for Writing' Ambassadors on progress of roll out. • 'Talk for Writing' training evaluations. • Annual staff questionnaire (April) 		
<p>Professional learning and collaboration, facilitated through peer trios, has supported improvements to the teaching of writing across all stages.</p>	<ul style="list-style-type: none"> • Introduce Dylan Williams five component improvement process (Choice, Flexibility, Small steps, Accountability, Support) to facilitate practitioner-led support and challenge into improving the teaching of writing. Format of <i>Peer Learning Forums</i>: <ul style="list-style-type: none"> - Introduction (5 minutes): Agendas for the meeting are circulated and the learning intentions for the meeting are presented. - Feedback (20 minutes): Each teacher gives a brief report on what he or she committed to try out during the "personal action planning" section at the previous meeting, while other participants listen appreciatively and 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Summary of Findings from February classroom learning visits, indicating percentage of lessons graded good, very good and excellent. • Shared Cathedral – John Paul II evaluation of joint working. <p><u>Qualitative</u></p> <ul style="list-style-type: none"> • 'Talk for Writing' training evaluations. • Shared Cathedral – John Paul II evaluation of joint working. 		

	<p>then offer support to the individual in taking the plan forward.</p> <ul style="list-style-type: none"> - New learning about Talk for Writing (15 minutes): To provide a steady stream of new ideas, each meeting includes discussion on the most recent Talk for Writing training session. - Personal action planning (15 minutes): The penultimate activity of each session involves each of the participants planning in detail what he or she hopes to accomplish before the next meeting. - Summary of learning (5 minutes): In the last five minutes of the meeting, the group discusses whether participants have achieved the learning intentions they set for themselves at the beginning of the meeting. • Facilitate peer learning visits within school and in partnership with John Paul II Primary School. 			
<p>All teaching staff are confident in assessing writing and using this day-to-day evidence to reach informed professional judgements on the progress and attainment of pupils.</p>	<ul style="list-style-type: none"> • Provide dedicated training input on the 'Talk for Writing' approach to assessing writing ('cold' and 'hot' pieces). Make necessary adjustments to way taught writing jotters are used. • Review writing assessment criteria in light of 'Talk for Writing' developments. Revise, as appropriate. • Use moderation template at least once during course of year to moderate writing in-house at each stage. • Use moderation template at least once during course of year to moderate writing at each stage with JPII Primary School. • Amend Assessment policy and Framework in light of changes 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Annual staff questionnaire (April) <p><u>Qualitative</u></p> <ul style="list-style-type: none"> • SLT – Class Teacher dialogues during Pupil Progress Meetings. • Moderation templates. • Updated assessment policy and day-to-day observations of implementation. 		

	brought about by introduction of 'Talk for Writing'.			
Through increased listening, talking and engagement with texts at the planning stage, all pupils are more confident and proficient in writing coherent pieces which display the appropriate genre features.	<ul style="list-style-type: none"> Introduce 'Talk for Writing' approaches across all classrooms during initial half of the year. Review and refine, as appropriate. In stage groups, share and discuss small selection of pupil jotters to gauge impact of 'Talk for Writing' approaches on pupils' writing. SLT – pupil dialogues at key points during year, focusing on writing. Monitor current and projected writing attainment using Progress & Achievement and tracking dialogues. 	<u>Quantitative</u> <ul style="list-style-type: none"> Summary of Findings from February classroom learning visits, indicating percentage of lessons graded good, very good and excellent. Collated attainment data (including ACEL) from Pupil Progress Meetings, May 2022. <u>Qualitative</u> <ul style="list-style-type: none"> SLT – pupil dialogues during February classroom visits. Monitoring of writing jotters from March onwards. Moderation templates (in-school and with JP11 Primary). 		
All pupils are aware of, and can articulate, their current strengths and next steps in their writing.	<ul style="list-style-type: none"> Review current formative assessment; revise as appropriate and embed within 'Talk for Writing' approaches. In stage groups, share and discuss small selection of pupil jotters to review quality and impact written feedback. SLT – pupil dialogues at key points during year, focusing on writing. 	<u>Qualitative</u> <ul style="list-style-type: none"> SLT – pupil dialogues at key points throughout year. Peer moderation of jotter feedback. Monitoring of writing jotters from March onwards. 		
Parental Engagement and Family Learning sessions have increased parents' and carers' knowledge of the writing process and upskilled them to support their child's writing at home.	<ul style="list-style-type: none"> Deliver information session on new 'Talk for Writing' approaches and provide accessible materials to support parents and carers in developing their child's writing skills at home. Deliver one in-class 'Talk for Writing' Family Learning session at each stage during course of year. 	<u>Quantitative</u> <ul style="list-style-type: none"> Records of attendance at Family Learning sessions. <u>Qualitative</u> <ul style="list-style-type: none"> 'Talk for Writing' Family Learning evaluations. Parent/Carer questionnaire (April 2023) 		
New Writing policy provides clear guidance to teaching staff on agreed	<ul style="list-style-type: none"> Develop new writing policy in phases during course of year. 	<u>Qualitative</u> <ul style="list-style-type: none"> Updated Writing policy and day-to-day observations of implementation across school. 		

approaches to teaching writing.				
Final evaluation:				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Raise attainment in reading by developing and embedding a culture of Reading for Enjoyment across all stages, reinforced by 'Accelerated Reader'.
Person(s) Responsible Who will be leading the improvement?	STRATEGIC & OPERATIONAL LEAD: Lorraine Campbell (DHT) AR and LIBRARY OPERATIONAL LEAD: Theresa Marie Cawley (PT) ACCELERATED READER AMBASSADORS (P4 – 7): Suzanne Devaney (Class Teacher); Nicola McLaughlan (Class Teacher); Jacqueline Murphy (Class Teacher, Attainment Team) READING LEADERSHIP GROUP: pupils, staff, parents, parishioners (group to be formed in August 2022)	

(Please insert the relevant information below using the codes above)				
NIF Priority: 3; 5		NIF Driver: 2; 3; 4; 6		
NLC Priority: 1; 2		QI: 2.2; 2.3; 2.4		
PEF Intervention: 5; 7; 11		Developing in Faith/UNCRC: 28; 29		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. Further investment in school library: £2000 in infant fiction; £1500 in non-fiction books Accelerated Reader (three-year subscription): £11,411.90				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Evidence suggests that reading for enjoyment leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between reading for pleasure and attainment indicating that pupils who read more are also better readers. The teaching of reading has been a major focus in Cathedral Primary over the past two years, with all staff being trained in 'Reflective Reading', the introduction of 'Read Write Inc. Phonics' in Primary 1- 3 and a significant financial investment in both core reading books (Collins Big Cats) and a new school library. These developments provide a strong foundation for a dedicated focus on Reading for Enjoyment, reinforced by 'Accelerated Reader'. An Education Endowment Foundation study found that pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Please refer to section above 'Rationale'.				
EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By June 2023, attainment in reading across all stages will be 85% or above.	<ul style="list-style-type: none"> Establish reading baseline for all pupils, drawing on teacher professional judgement, assessment 	<u>Quantitative</u> <ul style="list-style-type: none"> Baseline for all P4 – 7 pupils using AR Star Assessment to identify strengths and gaps. 		

	<p>criteria, AR Star Assessment and A.R.T.</p> <ul style="list-style-type: none"> • Monitor and track attainment of pupils across the year, in tandem with Oct, Feb and May Pupil Progress Meetings. • Utilise 'Attainment Team' to provide targeted support for pupils. 	<ul style="list-style-type: none"> • Baseline using A.R.T for pupils receiving targeted input from Attainment Team. • Collated teacher professional judgements across stage from 'Progress & Achievement' system. • Ongoing Reading Assessment Criteria records, identifying strengths gaps for individual pupils. • Attainment Team weekly evaluations of interventions. • June 2023 ACEL data. 		
<p>All P4-7 teaching staff are confident in using 'Accelerated Reader' and have engaged in at least one reading CLPL opportunity during the course of the year.</p>	<ul style="list-style-type: none"> • Assign two members of staff as Accelerated Reader Ambassadors to receive online training ahead of other members of staff. • Offer 'drop-in sessions' for staff during course of year; signpost to online training. • Support staff in using 'Accelerated Reader' to monitor and track reading for enjoyment; use this data to ensure each pupil reads a range of genre during the course of the year. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Records of staff attendance at training. <p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Periodic reviews between HT and 'Accelerated Ambassadors' on progress of roll out. • 'Accelerated Reader' training evaluations. 		
<p>All pupils have regular access, via the class, school and local library, to a wide range of fiction and non-fiction texts.</p>	<ul style="list-style-type: none"> • Ensure all classes have a minimum of one timetabled library slot each week. • All pupils read for twenty minutes a day in school, are read to by their class teacher on a daily basis and carry out reading activities as part of their home learning. • Develop system for utilising books borrowed from school library to maintain regularly-updated class libraries. • Maintain close links with Motherwell library, organising regularly visits for pupils and drawing on their expertise to 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Data on borrowing of books, drawn from Libresoft (electronic cataloguing and borrowing system) • Individual pupil data from 'Accelerated Reader' system. • Library timetable • Programme of Motherwell Library visits. <p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Day-to-day observations of reading for enjoyment and use of school library. 		

	<p>continually develop the quality of our own school library.</p> <ul style="list-style-type: none"> Plan 'In the Spotlight this Month' displays and activities throughout the year to highlight new and unfamiliar reading materials to all pupils across the school. 	<ul style="list-style-type: none"> Monitoring of class reading areas during scheduled classroom visits. SLT – pupil dialogues. 		
<p>All pupils have the opportunity to engage in meaningful follow-up activities on the books they have read, including 'Accelerated Reader' quizzes.</p>	<ul style="list-style-type: none"> Further embed 'Reflective Reading' approaches. Draw on teacher resources from Collins Big Cat eLibrary when planning classroom and home-learning activities. Introduce Accelerated Reader quizzes across all P4 – 7 classes. During the course of each year, all classes study one IDL project linked to a shared text. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> Individual pupil data from 'Accelerated Reader' system. <p><u>Qualitative</u></p> <ul style="list-style-type: none"> SLT – class teacher dialogues on reading activities at termly planning meetings. Monitoring of IDL section of Forward Plans; related observation of classwork and wall displays. Monitoring of Daily Writing jotters. 		
<p>Pupils across all stages play a lead role in promoting and facilitating reading for enjoyment.</p>	<ul style="list-style-type: none"> Establish reading leadership group consisting of pupils, staff, parents and parishioners. Develop action plan and take forward via Smart School Council. Establish ways for pupils across all stages to promote reading and recommend books to one another (assemblies; display in library) Work in partnership with Scotia Books, Kelvin Books and Scholastic to identify new high-quality children's literature. Directly involve reading leadership group in choosing new books for library. Use Smart School Council system to involve wider pupil body in selecting new books for library. 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> Minutes of reading leadership group meetings. Action Plan evaluations. Collated data from Smart School Council surveys. Progress shown on Smart School Council board. Book promotion displays in library. Lists of titles purchased to supplement library. 		
<p>All teaching staff are visible and positive reading role models for pupils and their colleagues.</p>	<ul style="list-style-type: none"> Agree on whole-school approaches to ensure all staff are positive reading role models for pupils. Set up 'Cathedral staff recommend...' display in library. 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> Written guidance on how Cathedral staff are positive reading role models for pupils. 		

	<ul style="list-style-type: none"> All teaching staff commit to read at least one new piece of children's literature during the course of the session and share this with their colleagues. Organise carousel activity (outer and inner circle of chairs, facing each other) to give staff opportunity to share a children's book they have recently read with their colleagues. Draw on staff's up-to-date knowledge of children's literature to inform on-going purchase of new books for library. 	<ul style="list-style-type: none"> Monitoring of 'Cathedral staff recommend...' display. Record of 2022-23 children's literature recommendations, short summary and suggested stage. 		
All pupils have regular opportunities to share their school reading projects with their parents and carers and are supported to enjoy books together.	<ul style="list-style-type: none"> Deliver Family Learning session on how to support reading at home; provide take-away materials to support parents and carers in developing their child's reading skills at home. Deliver one in-class reading-related Family Learning session at each stage during course of year. 	<u>Qualitative</u> <ul style="list-style-type: none"> Summary, including photographs, of reading-related family Learning events. Parent/carer evaluations. 		
Final evaluation:				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children and young people.
Person(s) Responsible Who will be leading the improvement?	DIGITAL CHAMPION: Mrs Jacqueline McCulloch CLUSTER DIGITAL PEDAGOGY TEACHER: Mr Calum Croughan

(Please insert the relevant information below using the codes above)	
NIF Priority: 3, 5	NIF Driver: 1, 2, 3, 4
NLC Priority: 1; 2; 4	QI: 1.2; 2.2; 2.3; 2.5
PEF Intervention: 5; 9; 11	Developing in Faith/UNCRC: 13; 17; 28; 29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
 An integral part of the launch of our refreshed curriculum in August 2021 was the introduction of new progression pathways; this included 'Technologies'. Although almost all staff are confident in delivering the 'Digital Literacy' component of the Technologies progression pathway, 'Computing Science' has proved more daunting for many class teachers. As well as further developing and embedding current effective digital pedagogy this session, there is a need to identify those aspects of 'Computing Science' which Cathedral staff require specific training and support in.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All pupils acquire and develop increasingly sophisticated digital technology skills through a whole-school progressive Digital Literacy and Computing Science curriculum.	<ul style="list-style-type: none"> • Develop questionnaire to gauge staff confidence in delivering the Digital Literacy and Computing Science components of Technologies progression pathway. • From above, develop action plan outlining training and support which will be available for staff. This will be developed and delivered in partnership with cluster Digital Pedagogy Teacher. • Carry out end of year staff questionnaire to measure overall impact of support and training and identify next steps. 	<u>Quantitative</u> <ul style="list-style-type: none"> • Data from staff questionnaire. <u>Qualitative</u> <ul style="list-style-type: none"> • Evaluations from staff training. • Day-to-day observations of Digital Technology and Computer Science learning and teaching. • Learner conversations. 		
All class teachers work together to plan specific approaches to digital pedagogy, supporting and enhancing learning and teaching across the curriculum.	<ul style="list-style-type: none"> • Ensure focused discussion of Digital Literacy and Computing Science components of Technologies progression pathway are included in stage planning meetings. • Facilitate additional support at stage planning meetings, particularly through attendance of cluster Digital Pedagogy Teacher. • Signpost staff to CLPL on pedagogical approaches to using digital technologies both in-house and out-with the school. This will include opportunities for staff to visit other establishments. 	<u>Qualitative</u> <ul style="list-style-type: none"> • Monitoring of Forward Plans. • Day-to-day observations of Digital Technology and Computer Science learning and teaching. • Learner conversations. • Records of training accessed by staff. • Evaluations of staff training. • End of year staff questionnaire. 		

<p>All pupils use and apply digital technology/skills in meaningful ways across all areas of the curriculum.</p>	<ul style="list-style-type: none"> Identify a particular area of the curriculum each term which might feel challenging to enhance through digital technologies. Draw on expertise of Digital Pedagogy Teacher/Digital Champion and NLC support materials to generate ideas. 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> SLT participation in stage planning meetings. Day-to-day observations of Digital Technology and Computer Science learning and teaching. Learner conversations. 		
	<ul style="list-style-type: none"> Develop range of ways for staff to share ideas on integrating digital technologies across the curriculum (e.g. shared folder in GLOW, Microsoft Teams, staff meetings, classroom shadowing). Include effective use of digital technologies as one of the areas of focus in November lesson observations. 	<ul style="list-style-type: none"> Written feedback and summary of findings from November learning visits. Monitoring of 'ideas bank'. 		
<p>All class teachers regularly use digital approaches for assessment (of and for learning) across the curriculum to inform pupils of their current strengths and their next steps.</p>	<ul style="list-style-type: none"> Identify and agree on meaningful digital approaches to assessment at stage planning meetings. Draw on expertise of Digital Pedagogy Teacher and Digital Champion to expand ways in which digital technology can support effective assessment. Incorporate use of digital technologies into assessment policy. 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> SLT participation in stage planning meetings. Day-to-day observations of Digital Technology and Computer Science learning and teaching. Learner conversations. Staff questionnaire. Updated assessment policy. 		
<p>Pupil Voice, school improvement and engagement with the wider community is supported and enhanced through Digital Technologies.</p>	<ul style="list-style-type: none"> Further develop the use and reach of <i>Smart School Council</i> to facilitate pupil voice and take forward school improvement priorities. Further develop use of school website to engage with parents, carers and the wider community. Review and modify (in partnership with pupils and parents) approaches to the use of Seesaw to better suit current stage of pandemic. Further develop use of digital technologies to support transition. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> Digital engagement data <p><u>Qualitative</u></p> <ul style="list-style-type: none"> Summarised data from Smart School Council meetings. Smart School Council board. Periodic audit/evaluation of website. Summary of Seesaw consultation. New written guidance on use of Seesaw. 		
<p>Final evaluation:</p>				

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Raise attainment in writing through the introduction and embedding of ‘Talk for Writing’ approaches, supported by a culture of reading for enjoyment.
Person(s) Responsible Who will be leading the improvement?	STRATEGIC LEADS: Graeme Young (HT); Marie Clare Duffy (DHT); Brenda McCoy (PT) WRITING AMBASSADORS (NURSERY - P2): Susan Imray (Early Years Practitioner); Melissa Forsyth (Class Teacher); Jacqueline McDerment (Class Teacher)

(Please insert the relevant information below using the codes above)

NIF Priority: 3; 5	NIF Driver: 2; 3; 4; 6
NLC Priority: 1; 2	QI: 2.2; 2.3; 2.4
PEF Intervention: N/A	Developing in Faith/UNCRC: 28; 29

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
 N/A

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
 Our nursery is the first class of the school and we endeavour, as far as possible, to ensure a joined-up and coherent approach to on-going development and improvement. This year’s nursery priority combines the two school priorities, marrying ‘Talk for Writing’ approaches with a fresh focus on reading for enjoyment. Please refer to Priority 1 & 2 ‘Rationale’ sections.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**
 Online Early Years ‘Talk for Writing’ training (September 2022): £290
 Set of Talk for Writing in the Early Years’ for nursery practitioners: 4 X £32.99 = £131.96

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Trained ‘Writing Champions’ provide all nursery practitioners with on-going access to expertise and support in ‘Talk for Writing’ approaches.	<ul style="list-style-type: none"> • Assign one member of staff as ‘Writing Ambassador’ to attend online ‘Talk for Writing’ training, along with school staff (Sep 2022) • Audit current approaches to writing. Identify what is currently working and should be retained or adapted. • Develop action plan on how ‘Talk for Writing’ approaches will be introduced, developed and embedded in 2022/23 session. 	<u>Quantitative</u> <ul style="list-style-type: none"> • Records of staff attendance at training. <u>Qualitative</u> <ul style="list-style-type: none"> • ‘Talk for Writing’ training evaluations. 		
All nursery practitioners have increased knowledge	<ul style="list-style-type: none"> • Provide all nursery practitioners with copy of ‘Talk for Writing in the Early Years’. 	<u>Quantitative</u> <ul style="list-style-type: none"> • Records of staff attendance at training. 		

<p>and understanding of the 'Talk for Writing' process.</p>	<ul style="list-style-type: none"> • Initial training input on October inservice day. • Deliver series of in-house training sessions: <ul style="list-style-type: none"> - Overview of an aspect of the 'Talk for Writing' process (including watching online video clips) - Discussion on how session's input could be implemented in playroom. - Agree on next steps, outlining aspects of 'Talk for Writing' to be introduced prior to next training session. 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Periodic reviews between HT and 'Talk for Writing' Ambassador on progress of roll out. • 'Talk for Writing' training evaluations. 		
<p>All nursery practitioners are confident in delivering high-quality, 'Talk for Writing' activities.</p>	<ul style="list-style-type: none"> • (as above) Provide all nursery practitioners with copy of 'Talk for Writing in the Early Years'. • Initial training input on October inservice day. • Deliver series of in-house training sessions: <ul style="list-style-type: none"> - Overview of an aspect of the 'Talk for Writing' process (including watching online video clips) - Discussion on how session's input could be implemented in playroom. • Agree on next steps, outlining aspects of 'Talk for Writing' to be introduced prior to next training session. • Create new writing resource area in literacy cupboard, comprised of current resources as well as newly-purchased materials. • Work collegiately to compile a nursery – P2 ideas bank of suggested writing contexts. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Summary of Findings from February playroom learning visits, indicating percentage of lessons graded good, very good and excellent. • Annual staff questionnaire (April) <p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Periodic reviews between HT and 'Talk for Writing' Ambassadors on progress of roll out. 		
<p>Parental Engagement and Family Learning sessions have increased parents' and carers' knowledge of</p>	<ul style="list-style-type: none"> • Deliver information session on new 'Talk for Writing' approaches and provide accessible materials to support parents and carers in 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Records of attendance at Family Learning sessions. <p><u>Qualitative</u></p>		

<p>emergent writing and upskilled them to support their child's writing at home.</p>	<p>developing their child's emergent writing at home.</p> <ul style="list-style-type: none"> • Deliver one in-playroom 'Talk for Writing' Family Learning session during course of year. 	<ul style="list-style-type: none"> • 'Talk for Writing' Family Learning evaluations. • Parent/Carer questionnaire (April 2023) 		
<p>Professional learning and collaboration, facilitated through peer trios, has supported improvements to the teaching of writing across all stages.</p>	<ul style="list-style-type: none"> • Introduce Dylan Williams five component improvement process (Choice, Flexibility, Small steps, Accountability, Support) to facilitate practitioner-led support and challenge into improving the teaching of writing. Format of <i>Peer Learning Forums</i>: <ul style="list-style-type: none"> - Introduction (5 minutes): Agendas for the meeting are circulated and the learning intentions for the meeting are presented. - Feedback (20 minutes): Each practitioner gives a brief report on what he or she committed to try out during the "personal action planning" section at the previous meeting, while other participants listen appreciatively and then offer support to the individual in taking the plan forward. - New learning about Talk for Writing (15 minutes): To provide a steady stream of new ideas, each meeting includes discussion on the most recent Talk for Writing training session. - Personal action planning (15 minutes): The penultimate activity of each session involves each of the participants planning in detail what he or she hopes to accomplish before the next meeting. - Summary of learning (5 minutes): In the last five minutes of the meeting, the group discusses whether participants have achieved the learning intentions they set for themselves at the beginning of the meeting. 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Summary of Findings from February playroom learning visits, indicating percentage of interactions graded good, very good and excellent. • Shared Cathedral – John Paul II evaluation of joint working. <p><u>Qualitative</u></p> <ul style="list-style-type: none"> • 'Talk for Writing' training evaluations. • Shared Cathedral – John Paul II evaluation of joint working. 		

<p>All practitioners are visible, positive reading role models for pupils.</p>	<ul style="list-style-type: none"> • Agree on approaches to ensure all staff are positive reading role models for young learners within nursery. • Set up 'Cathedral staff recommend...' display in nursery. • All nursery practitioners commit to read at least one new piece of children's literature during the course of the session and share this with their colleagues. • Organise carousel activity (outer and inner circle of chairs, facing each other) to give staff opportunity to share a children's book they have recently read with their colleagues. • Draw on staff's up-to-date knowledge of children's literature to inform on-going purchase of new books for nursery. 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Written guidance on how Cathedral staff are positive reading role models for pupils. • Monitoring of 'Cathedral staff recommend...' display. • Record of 2022-23 children's literature recommendations, short summary and suggested stage. 		
<p>All children have regular access, via the nursery, school and local library, to a wide range of fiction and non-fiction texts.</p>	<ul style="list-style-type: none"> • All children are read to in nursery on a daily basis. • Provide regular opportunities for children to access and enjoy books in a variety of settings. 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Day-to-day observations of reading for enjoyment and use of school library. • Monitoring of reading area during scheduled nursery visits. • SLT – learner dialogues. 		
<p>All parents and carers are supported to enjoy books together with their child.</p>	<ul style="list-style-type: none"> • Deliver Family Learning session on how to support reading at home; provide take-away materials to support parents and carers in developing their child's reading skills at home. • Deliver one in-class reading-related Family Learning session at each stage during course of year. 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Summary, including photographs, of reading - related family Learning events. • Parent/carer evaluations. 		

Final evaluation:

PEF ALLOCATION: £117,000

SAC RESOURCE: N/A

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2022-23



RATIONALE FOR EQUITY PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.** Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
Cluster priority; Priority 1; Priority 2	£8,357	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 dialogue 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	<ul style="list-style-type: none">• 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.• Weekly 'Attainment Team' planning and evaluations.• June 2023 ACEL data; 'What's the Story?' dashboard.
Cluster priority; Priority 1; Priority 2	£56,209 £11,997	Additional teaching staffing (2 FTE) Additional Support staff (17.5 hours)	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	(as above)

Cluster priority; Priority 1; Priority 2	£2,222	Read Write Inc. Phonics	<p>at P1, 4 and 7 is either maintained or raised.</p> <p>Read Write Inc phonics will be further embedded across P1-3. The positive attainment achieved at P1 and P2 during 2021/22 session will be maintained and built on and we will look to achieve increased ACEL literacy data at P1 by June 2023.</p>	<ul style="list-style-type: none"> • 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 2023 P1 ACEL data. <hr/>
Priority 2	£8,000	Reading for Enjoyment	<p>To support Priority 1 (Talk for Writing) and Priority 2 (Reading for Enjoyment), further investment will be made to the new library which opened in March 2022. This spend will focus on boosting provision of books for infant pupils, enhancing the non-fiction library and identifying new high-quality fiction.</p>	<ul style="list-style-type: none"> • 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. <hr/>
Priority 2	£11,000 (three year subscription)	Accelerated Reader (see Priority 2 'Rationale')	<p>'Accelerated Reader' will allow P4 – 7 pupils to complete an online comprehension quiz on the books they have read from the school library and provide the facility for class teachers to monitor their pupils' reading for enjoyment. This, along with periodic use of 'Star Assessment', will support teachers to track progress and attainment over time as well as identify gaps to focus on.</p>	<ul style="list-style-type: none"> • Baseline for all P4 – 7 pupils using AR Star Assessment to identify strengths and gaps. • Baseline using A.R.T for pupils receiving targeted input from Attainment Team. • Collated teacher professional judgements across stage from 'Progress & Achievement' system. • Ongoing Reading Assessment Criteria records, identifying strengths gaps for individual pupils. • June 2023 ACEL data.
Priority 2	£1,000	Online reading library	<p>Renewing of Big Cat online reading library will provide pupils across all stages with continued in-school and at-home access to a wide range of texts at their reading level.</p>	

EQUITY CHECKPOINT 1: JANUARY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

--	--	--	--	--

EQUITY CHECKPOINT 2: MAY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

--	--	--	--	--

Appendix 1:
When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life <u>PEF INTERVENTIONS</u> 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	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information

<p>Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights</p>	<p><u>Education and Families Priorities</u></p> <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 	
<p>Developing In Faith <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>		
<ol style="list-style-type: none"> 1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good. 		