Driving Equity and Excellence

Improvement Action Plans

Session 2023-24

Our Lady of Good Aid
Cathedral Primary School & Nursery Class

'Living to Learn, Learning to Live'

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 and improve attainment in writing.
School Priority 1	Revisit and develop the principles and practice of assessment to ensure it is integral to learning and teaching and effectively supports pupil progress and attainment.
School Priority 2	Raise attainment in writing across all stages through a review and refresh of teaching approaches (Year 2 of 2).
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 (Year 2 of 3)
Nursery Class Priority	Improve outcomes across the curriculum for all learners by developing and establishing a shared Early Years pedagogy which informs high-quality spaces, experiences and interactions.

Education and Families Priorities

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

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.

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

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.

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.

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.

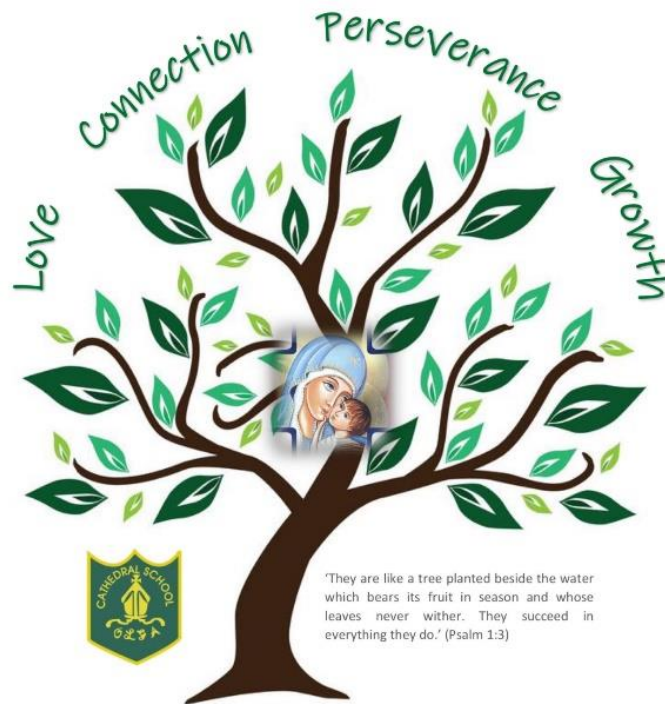## Details of engagement (pupils, parents/carers, partners)

Two priorities from the 2022/23 Annual Improvement Plan (Writing and Digital) have been carried over into the 2023/24 plan. All parents and carers were consulted on the 2022/23 AIP 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 2023/24 improvement priorities to the Parent Council in June 2023 as part of his presentation on the 2022/23 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 AIP is available to parents and carers on the school website.

All pupils, across all stages, are actively involved in 'Smart School Council', enabling them to contribute to change and improvement in Cathedral Primary School. A child-friendly AIP poster is displayed in all classrooms and, throughout the 2023/24 session, pupils will have the opportunity to take forward aspects of each priority through 'Smart School Council' action teams.

School Vision and Values

'They are like a tree planted beside the water which bears its fruit in season and whose leaves never wither. They succeed in everything they do.' (Psalm 1:3)

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

Cathedral's overarching pedagogy

During the latter half of the 2022/23 session, Cathedral staff worked collegiately to develop a shared Nursery – Primary 7 pedagogy. This overarching pedagogy is underpinned by the *Ten Principles of Early Childhood Education* (Tina Bruce, 1987; 2015) and draws on the work of Julie Fisher (2016).
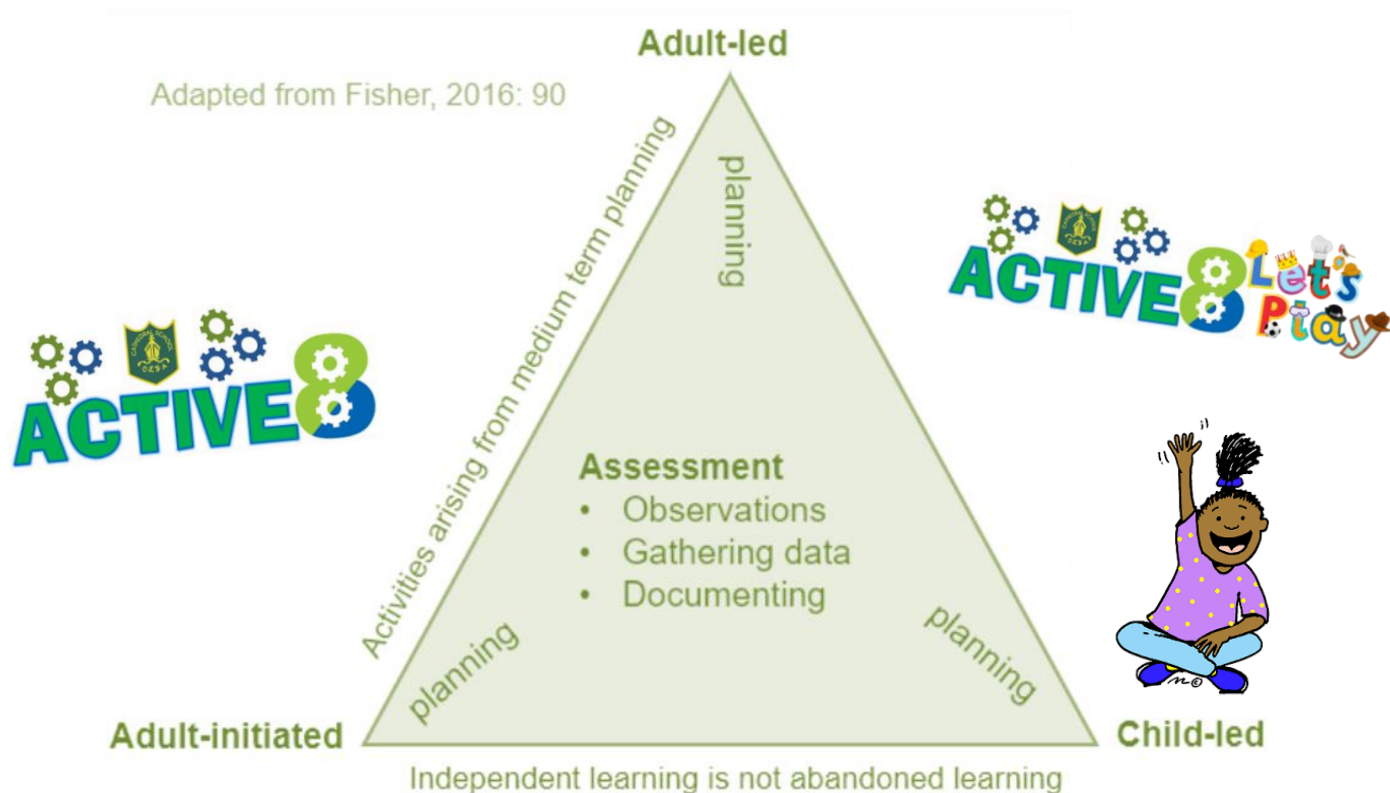
In May 2023, Cathedral staff used Fisher's work to explore and articulate how each of the above three contexts (*adult-led, adult-initiated* and *child-led*) inform, shape and support high-quality learning **SPACES**, learning **EXPERIENCES** and learning **INTERACTIONS**. None of these – *Spaces, Experiences* and *Interactions* – are free-standing or self-reliant. Rather, the three are inter-connected and co-dependent. The way in which we design and use spaces, for example, shapes and determines the type of learning experiences which take place within them; this, in turn, determines and influences the nature and the quality of interactions between pupils and their peers and between pupils and adults.

Although it does not feature as an explcit priority in this year's School Improvement Plan, Cathedral's overarching pedagogy is integral to all three prirorites (Assessment, Writing and Digital) as it both sets the context within which each will be developed and serves as the day-to-day driver which will ensure expected outcomes become a reality for learners across the school.

Pedagogy is a priority in its own right in the Nursery Improvement Plan:
Improve outcomes across the curriculum for all learners by developing and establishing a shared Early Years pedagogy which informs high-quality spaces, experiences and interactions.

2023-24 Improvement Plan

<table>
<tr>
<td colspan="2">Cluster Priority: Long Term Outcome
What do you hope to achieve? What is going to change? For whom? By how much? By When?</td>
<td>To ensure equity for all learners and improve attainment in writing.</td>
</tr>
<tr>
<td colspan="2">Person(s) Responsible
Who will be leading the improvement?</td>
<td>Cluster Chair, CIIL, HTs
ATTENDANCE AND DIOCESAN MUSIC PROJECT: Lorraine Campbell: DHT, Cathedral Primary School
ATTAINMENT IN WRITING: Marie Claire Duffy: DHT, Cathedral Primary School</td>
</tr>
</table>

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

<table>
<tr>
<td colspan="2">NIF Priority:
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;</td>
<td colspan="3">NIF Driver:
1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information</td>
</tr>
<tr>
<td colspan="2">NLC Priority:
1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.
2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.
5. Vulnerable Groups-Improved outcomes for vulnerable groups.</td>
<td>QI:
1.2 Leadership of learning</td>
<td>2.1 Safeguarding and child protection
2.2 Curriculum
2.3 Learning, teaching and assessment</td>
<td>3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement</td>
</tr>
<tr>
<td>PEF Intervention:
3. Promoting healthy lifestyles
5. Promoting a high quality learning experience
7. Using evidence and data
8. Employability and skills development
9. Engaging beyond the school
10. Partnership working
11. Professional learning and leadership</td>
<td colspan="2">Developing in Faith:
2. Developing as a community of faith and learning
4. Celebrating and Worshiping</td>
<td colspan="2">UNCRC:
Article 14 - Freedom of Thought, Belief and Religion</td>
</tr>
<tr>
<td colspan="5">If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</td>
</tr>
</table>

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?

In session 22-23 there was improved attendance across all cluster establishments, the average cluster attendance rose from 92% to 93% however we were unsuccessful in reaching our target of 95%. Having analysed the data rigorously, a decision was made for each establishment to identify the year group with the lowest attendance, which would become our target group for this plan, through the empowering cluster model.

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. We must also strive to better understand the challenges families face and how best to support them. We aim to improve the cluster average attendance from 93% to 95% for the new academic session.

This year a diocesan music project has been identified as the vehicle to improve the engagement of a targeted group of learners across the cluster, and thus improve their attendance. The project aims to ensure that music does not become a subject for the select few, but one which is inclusive of all.

From the cluster ACEL data, writing across the cluster primary schools was still identified as the biggest gap, and although progress has been made at both early and P4 level, where we moved close to our target of 82%, we did not reach the target. The cluster schools felt a more collegiate and collaborative professional learning approach with teacher leadership at the centre is the key to improvement – this will allow us to be consistent and clear in our approach. By doing all of this 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**.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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)		

Empowering Cluster
 	
Increase level of attendance in all establishments across the cluster.
 	
Targets:
Cluster average to increase from 93% to 95%
 	
Cluster Lowest attending year group targets:
St Brendan's - P1: 92% to 94%
Cathedral - P1: 91% to 94%
St Bernadette's – 88% to 93%
OLHS – S4 77% to 85%
	• Monthly attendance reviews with SLT and CIIL to identify families with attendance below the local authority average. We will analyse the following:
	   - Patterns of attendance
	   - Family links
	
	• 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 unable to attend school
		•Monthly 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 wellbeing team consistently across the cluster.
		
		• Use of Outcome Star to assess and monitor wellbeing, with targeted learners, in order to identify barriers to attendance.		

Diocesan Music Project with P4 pupils across the cluster. Target – Within P4 to reduce the number of learners in SIMD 1&2 presenting with the lowest attendance:	• Target children identified based on current levels of attendance/engagement • P4 children will take part in the National Schools Singing Programme Curriculum • Weekly Class music session includes vocal technique and all areas of musicianship	• Monitoring and tracking data will reflect improvement in attendance/ engagement • Planning will reflect a range of high quality music lessons • Dialogue and team teaching opportunities will reflect high quality learning and teaching		

St Brendan's: 7 learners to 5 learners Cathedral: 9 learners to 7 St Bernadette's: 11 learners to 8	• Sacred and secular music will be taught • Afterschool choir established within all 3 primary schools, OLHS and Bothwell Park High; a cluster choir will also be established.	• After school Choir established in each establishment and across the cluster. • Attendance and engagement in After School Choir will be tracked and analysed.		
Cluster: Improve attainment in writing across the cluster with a focus on Pre school, P4 and P7. **St Brendan's** Pre School 62% to 80% (4 learners) P4 76.1% to 85.7% P7 81.5% to 83.7% **Cathedral** Pre School: 78% to 80.9% P4 84.2% to 86.0% P7 84.61% to 86.5% St Bernadette's Pre School P4 -70% to 86% P7- 62% to 81% Netherton FLC 62.5% to 79.2% (4 learners)	•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 •Team teaching opportunities will be planned collaboratively across the cluster to reflect a shared understanding of the standards	• Tracking and monitoring • Feedback and implementation from CLPL opportunities • Teacher's planning will reflect a range of high quality learning and teaching approaches • Learning visits and professional dialogue will reflect high quality teaching and learning • Appropriate assessment approaches are identified and used to measure gaps		
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?	Revisit and further develop the principles and practice of assessment to ensure it is integral to learning and teaching and effectively supports pupil progress and attainment.
Person(s) Responsible Who will be leading the improvement?	**STRATEGIC LEAD:** Graeme Young (Head Teacher) **MONITORING AND TRACKING ATTAINMENT**: Marie Claire Duffy (Depute Head Teacher) **MONITORING OF MARKING AND FEEDBACK**: Theresa Marie Cawley and Brenda McCoy (Principal Teachers)

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

NIF Priority:	NIF Driver:
1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children;	2. Teacher Professionalism 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information

NLC Priority:	QI:		
1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy. 2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people. 5. Vulnerable Groups-Improved outcomes for vulnerable groups.	1.2 Leadership of learning	2.3 Learning, teaching and assessment 2.4 Personalised support	3.2 Raising attainment and achievement

PEF Intervention:	Developing in Faith:	UNCRC:
4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 11. Professional learning and leadership 12. Research and evaluation to monitor impact	2. Developing as a community of faith and learning	Article 28 - Right to Education Article 29 - Goals of Education

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 a priority? What data did you have to support this?
Assessment is an integral part of the learning and teaching process and is essential for tracking progress, planning next steps, involving young people in their learning and reporting to parents. Assessment lets teachers see what progress their pupils have made, informing sound professional judgements on each child's attainment. This, in turn, helps the school to monitor and track attainment across the school and project attainment in the future.

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**. Additional PEF DHT has remit for overseeing the gathering, collation, and analysis of data. She also oversees the school's Attainment Team: **£9351**

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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)		
Updated Assessment policy provides clear guidance to teaching staff on agreed approaches, systems and procedures.	• Launch refreshed *Learning, Teaching & Assessment Framework* on first August inservice day. • Deliver training to teaching staff (August inservice day) on the assessment section of framework,	<u>Quantitative</u> • Staff training evaluations <u>Qualitative</u> • Inservice and collegiate meeting presentations.		

	including opportunities for professional discussion in stage groups. • Incorporate opportunities to revisit and drill down into various sections of assessment policy at collegiate meetings throughout year.	• On-going Quality Assurance (see calendar)		
All teaching staff have a clear understanding of professional expectations and standards in relation to assessment.	• Provide time on August inservice day for staff to explore and discuss GTCS professional standards 2.1.4; 3.1.4. - *Which aspects do you feel are a current strength?* - *Which aspects do you feel require further exploration and development?* • Embed standards within updated Assessment policy and revisit regularly during course of the year.	Qualitative • Staff training evaluations		
All teaching staff have a sound working knowledge of progression pathways, assessment criteria and 'Progress & Achievement' and how these interconnect to support valid, reliable assessment and professional judgements.	• Revisit 'Achievement of a Level' poster (incorporated into assessment policy) at initial planning meetings (14th August) to support professional dialogue and clarify understanding around effective use of existing assessment materials and systems. • Revisit 'Achievement of a Level' poster at each Pupil Progress Meeting (September, January, April) to ensure sound teacher professional judgements.	Qualitative • SLT – class teacher dialogues at planning meetings and Pupil Progress Meetings.		
Practitioner enquiry has led to improved learning *spaces, experiences* and *interactions* and increased the capacity of pupils across all stages to talk confidently about their learning journey.	• Introduce *Collaborative Action Research* (CAR) at August inset using West Partnership materials (this input will be delivered by staff from the Robert Owen Centre for Educational Change, University of Glasgow). • Focusing on an area of the school's 'Overarching Pedagogy', teaching staff will work in stage groups to identify and develop a research question as the basis for a CAR project.	Quantitative • Quantitative data will be determined by nature of CAR projects planned on August inservice day. Qualitative • As above, qualitative data will be determined by nature of CAR projects planned on August inservice day. • Changes to *spaces, experiences* and *interactions*		

	• CAR projects will be taken forward by stage groups during course of year, with on-going support from Glasgow University (ROC) staff. • Provide regularly opportunities at collegiate meetings to share and discuss impact on learners. • Work with Glasgow University staff to write-up overall findings of CAR projects.	evident during day-to-day learning walks and scheduled SLT classroom observations.		
All pupils benefit from a range of age-appropriate formative assessment approaches to support their day-to-day learning and progress.	• Agree at initial planning meetings on 14th August those formative assessment strategies which will be used across all classes at each stage. • Provide professional reading at August inservice on developing good learning intentions and success criteria; discuss at September collegiate meeting and agree on how key messages from professional reading will be applied in classrooms. • Introduce new marking and feedback code from August 2023.	Quantitative • Jotter monitoring: consistent use of marking code across all classes. Qualitative • Range of age-appropriate formative assessment strategies visible during day-to-day learning walks and scheduled SLT classroom observations.		
Pupils receive prompt and often 'live' feedback on their learning.	• Introduce new marking and feedback code from August 2023. • Monitor use of feedback stampers and strategic highlighting to ensure consistency across school.	Quantitative • Jotter monitoring: consistent use of marking code across all classes. Qualitative • SLT – pupil learning dialogues.		
All pupils are equipped with the language of learning and can articulate their strengths and next steps.	• Introduce 'My Learning Journey' overview (see appendices of assessment policy) from August 2023. Display in all classrooms and refer pupils to it regularly. • Support teaching staff to use feedback stampers to talk to pupils daily about their learning journey. - Teachers will write pupils' next steps next to footprint stamper.	Quantitative • Jotter monitoring: consistent use of marking code across all classes. Qualitative • SLT – pupil learning dialogues: pupils able to articulate their next steps.		

	- Pupils will be supported to look back at next steps and traffic light them to indicate their progress towards achieving their targets. • SLT will continue with daily 'learning walks', engaging with pupils about their learning that day. • From October Parents Evening, a new way for pupils to share and talk about their work/learning with their parents/carers will be introduced.	• Samples of parent – pupil learning dialogue proforma.		
Pupils have regular opportunities to demonstrate and capture their learning in meaningful ways through a range of summative assessments.	• Introduce 'Milestone Moments' task-board icons and stickers from August 2023 to support pupils across all stages to understand when an activity is capturing a snapshot of their recent learning. • Fully utilise WAC (Writing Across the Curriculum) jotters to evidence learning across all curricular areas. • Facilitate regular professional dialogue around summative assessment at stage planning and collegiate meetings. Capture examples of best practice and compile ideas bank in Glow. • Revisit 'breadth, challenge and application' to ensure robust professional judgements.	Quantitative • Jotter monitoring: 'Milestone moments' stickers used consistently across all classes. Qualitative • SLT – pupil learning dialogues. "Use your jotter to talk me through your learning journey." • Range of summative assessment tasks visible during day-to-day SLT learning walks.		
All teaching staff engage in moderation at school and cluster level to ensure a shared understanding of standards and expectations.	• Revisit moderation cycle at September collegiate meeting. • Use moderation template during each planning cycle to moderate across stage (Sep: Numeracy/Mathematics; January: Expressive Arts; May: Listening & Talking). • Use moderation template at least once during course of year to moderate writing at each stage with JPII Primary School. • Moderation of writing at P1, 4 and 7 (see cluster priority).	Quantitative • Records of individual staff involvement in moderation activities. Qualitative • Samples of completed moderation templates.		

| Parental Engagement and Family Learning sessions have increased parents' and carers' understanding of how their child's learning is assessed. | • Deliver 'How is my child is assessed?' workshop.
• Develop associate information leaflet for parents and carers.
• Beginning on October Parents Evening, a new way for pupils to share and talk about their work/learning with their parents/carers will be introduced. | Quantitative
• Family Learning attendance records.

Qualitative
• Parent/carer evaluations.
• Samples of parent – pupil learning dialogue proforma. | | |

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 writing across all stages through a review and refresh of teaching approaches (Year 2 of 2).
Person(s) Responsible Who will be leading the improvement?	**STRATEGIC LEAD:** Graeme Young (HT) **WRITING AMBASSADORS (P3 – 7):** Leanne Tominey (Class Teacher); Nicole Cameron (Class Teacher) **WRITING AMBASSADORS (P1 & P2):** Melissa Forsyth (Class Teacher); Jacqueline McDerment (Class Teacher) **MONITORING OF JOTTER CONTENT AND FEEDBACK:** Theresa Marie Cawley and Brenda McCoy (Principal Teachers) **MONITORING AND TRACKING ATTAINMENT**: Marie Claire Duffy (Depute Head Teacher)

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

NIF Priority: 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children;	**NIF Driver:** 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
NLC Priority: 1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy. 2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.	**QI:** 1.2 Leadership of learning	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 3.2 Raising attainment and achievement
PEF Intervention: 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership	**Developing in Faith:** 2. Developing as a community of faith and learning	**UNCRC:** Article 28 - Right to Education Article 29 - Goals of Education

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 a priority? What data did you have to support this?

Attainment in Writing across all stages currently lags slightly behind attainment in Reading, with the gap tending to widen as pupils progress through the school. 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. 'Talk for Writing' was introduced in Cathedral from September 2022, reinvigorating and strengthening the teaching of writing. This will be built on this year, drawing on other examples of best practice in the teaching of writing.

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

- Additional teaching staff 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 literacy interventions/support to individuals and small groups: **£52,641**
- Further investment in books for library: **£3000**
- Renewal of Collins elibrary: **£1000**

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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 2024, attainment in writing across all stages will be 85% or above.	• Establish updated writing baseline for all pupils and stages, drawing on teacher professional judgement and writing assessment criteria. Use this data to set projected attainment for June 2024. • 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.	Quantitative • Baseline writing assessment using Oxford Writing Criterion to identify strengths and gaps. • Collated teacher professional judgements across stage from 'Progress & Achievement' system. • Attainment Team on-going records/evaluations of interventions. • June 2024 ACEL data.		
Trained 'Writing Champions' provide all teaching staff with on-going access to expertise and support in 'Talk for Writing' and other approaches.	• Provide time for Writing Champions to: - prepare and deliver training, based on staff needs; - research latest and best practice/resources; - set up and maintain writing resource bank in Glow; - model writing approaches in classrooms/team teach	Quantitative • Records of training and input (number of staff) Qualitative • Staff evaluations.		
All teaching staff have increased knowledge and understanding of effective approaches	• Deliver 'Talk for Writing' refresher session in September 2023. • Introduce new termly writing overviews to support the planning	Qualitative • Periodic reviews between HT and 'Writing Champions' on progress across school.		

to teaching writing, particularly the 'Talk for Writing' process.	of meaningful writing opportunities across the curriculum. • Deliver training at collegiate meetings on other approaches to teaching writing, including aspects of Glasgow's 'Routes through Writing'. • Regularly signpost staff to Glow resource bank.	• Staff evaluations. • Summary of SLT October learning visits.		
Professional learning and collaboration with stage partners has supported improvements to the teaching of writing across all stages.	• Facilitate peer learning visits within school and in partnership with John Paul II Primary School. • Carry out SLT learning visits with focus on writing in October 2023.	Quantitative • Summary of Findings from October classroom learning visits, including percentage of lessons graded good, very good and excellent. Qualitative • Shared Cathedral – John Paul II evaluation of joint working.		
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.	• Provide refresher training input on the 'Talk for Writing' approach to assessing writing ('cold' and 'hot' pieces). • Support staff across school in using the Oxford Writing Criterion as on-going assessment record of pupils' strengths and next steps. • Introduce genre-specific criteria to support staff in focused assessment of a range of genre. • Use moderation template at least once during course of year to moderate writing at each stage with JPII Primary School. • Use moderation template at least once during course of year to moderate writing at P1, 4 and 7 across cluster.	Quantitative • On-going analysis of attainment data, in tandem with Pupil Progress Meetings. • June 2024 ACEL data. Qualitative • Completed moderation templates. • SLT – Class Teacher dialogues during Pupil Progress Meetings. • Staff evaluations.		
Through increased listening, talking and engagement with texts at the planning stage, all pupils are more	• Embed 'Talk for Writing' approaches across all classrooms during initial half of the year. • In stage groups, share and discuss small selection of pupil jotters to	Quantitative • Summary of Findings from October classroom learning visits, indicating percentage		

confident and proficient in writing coherent pieces which display the appropriate genre features.	gauge impact of 'Talk for Writing' approaches on pupils' writing. • SLT learning visits with focus on writing: October 2023.	of lessons graded good, very good and excellent. • Collated attainment data (including June 2024 ACEL) from Pupil Progress Meetings. Qualitative • SLT – pupil dialogues during October classroom learning visits. • On-going monitoring of taught writing and WAC jotters. • Completed moderation templates (in-school, cluster and with JPII Primary).		
All pupils are aware of, and can articulate, their current strengths and next steps in their writing.	• Introduce new approach to marking and feedback from August 2023. • Ensure next steps are clearly articulated in jotters and that pupils have regular, dedicated opportunities to revisit these and evaluate their progress towards achieving them. • In stage groups, share and discuss small selection of pupil jotters to review quality and impact of written feedback. • SLT – pupil dialogues at key points during year, focusing on writing.	Qualitative • On-going monitoring of taught writing and WAC jotters. • SLT – pupil dialogues at key points throughout year. • Peer moderation of jotter feedback.		
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.	• 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. • In conjunction with above, deliver one in-class 'Talk for Writing' Family Learning session at P4, 5, 6 and 7 stages in autumn term.	Quantitative • Records of attendance at Family Learning sessions. Qualitative • 'Talk for Writing' Family Learning evaluations.		
New Writing policy provides clear guidance to teaching staff on agreed	Develop new writing policy in phases during course of year.	Qualitative Updated Writing policy and day-to-day observations of implementation across school.		

approaches to teaching writing.				
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?	**STRATEGIC LEAD:** Graeme Young (HT) **DIGITAL CHAMPION:** Mrs Jacqueline McCulloch **CLUSTER DIGITAL PEDAGOGY TEACHER:** Mr Calum Croughan

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

NIF Priority: 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	**NIF Driver:** 2. Teacher Professionalism 3. Parental Engagement		
NLC Priority: 1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy. 4. Developing the Young Workforce- Improvement in employability skills and sustained, positive school leaver destinations for all young people.	**QI:** 1.2 Leadership of learning	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support	3.2 Raising attainment and achievement 3.3 Increasing creativity and employability
PEF Intervention: 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership	**Developing in Faith:** 2. Developing as a community of faith and learning	**UNCRC:** Article 17 - Access to Information from the Media Article 19 - Protection from Violence, Abuse and Neglect Article 28 - Right to Education Article 29 - Goals of Education Article 34 - Sexual Exploitation Article 36 - Other Forms of Exploitation	

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 a 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 remains 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**.

- Sixty new ipads to support learning across the curriculum in Primary 1 – 3: **£16,800**

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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.	• Replace current Technologies progression pathways with updated documents, incorporating NLC Digital Literacy and Computing Science skills. • Invest in sixty new iPads for use in P1 – 3 classes. Digital Pedagogy Practitioner will deliver training on 'out of the box' apps and on Scratch Junior for coding. • Ensure all P4 – 7 pupils are able to log onto Glow confidently and independently (September weekend deadline); tie in with input on safe web browsing. • In partnership with Digital Pedagogy Practitioner, offer suite of training opportunities and on-going support, based on staff needs. This will include training to P4 – 7 staff in the use of micro-bits and Scratch for coding. • Carry out end of year staff questionnaire to measure overall impact of support and training and identify next steps.	Quantitative • Data from staff questionnaire. Qualitative • 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.	• Ensure focused discussion of Digital Literacy and Computing Science components of Technologies progression pathway are included in stage planning meetings. • Support teaching staff to use digital technology to 'flip the classroom'. • Teachers across all stages will utilise 'Tech Tuesdays' to build their capacity in delivering all aspects of Digital Literacy and Computing Science.	Qualitative • Monitoring of Forward Plans. • Day-to-day observations of Digital Technology and Computer Science learning and teaching. • Monitoring of use of 'Tech Tuesdays. • Learner conversations. • Records of training accessed by staff. • Evaluations of staff training.		

	• Brenda McCoy (PT) will work alongside P1 and 2 staff to ensure digital technology is integral to play pedagogy. • Facilitate additional support at stage planning meetings, particularly through attendance of cluster Digital Pedagogy Teacher.	• End of year staff questionnaire.		
All pupils use and apply digital technology/skills in meaningful ways across all areas of the curriculum.	• Provide input on Word and PowerPoint to all P5 – 7 pupils during Term 1 to ensure programmes are readily utilised during day-to-day learning. • Support all P4- 7 teaching staff to set up and maintain a class Microsoft Team to set learning activities for pupils. Introduce 'Teams' icon to P4 – 7 Active8 task-boards. • Train P7 pupils to submit completed work via Teams. • In stage groups, 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. • 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).	Qualitative • SLT participation in stage planning meetings. • Day-to-day observations of Digital Technology and Computer Science learning and teaching. • Learner conversations. • Monitoring of 'ideas bank'.		
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.	• 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. In particular, identify ways digital technology can	Qualitative • 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.		

	facilitate self, peer and teacher feedback. • Fully embed strategic use of electronic standardised assessments, including Star Assessment.			
Pupil Voice, school improvement and engagement with the wider community is supported and enhanced through Digital Technologies.	• Further develop the use and reach of *Smart School Council* 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. • From August 2023, use 'classes' section of school app to set homework tasks. • Explore ways in which Sway can be used to capture and showcase aspects of pupils' learning.	Quantitative • Digital engagement data Qualitative • Summarised data from Smart School Council meetings. • Smart School Council board. • Periodic audit/evaluation of website.		

Final evaluation:

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Improve outcomes across the curriculum for all learners by developing and establishing a shared Early Years pedagogy which informs high-quality spaces, experiences and interactions.**
Person(s) Responsible Who will be leading the improvement?	

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

NIF Priority:	**NIF Driver:**		
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;	2. Teacher Professionalism 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information		
NLC Priority:	**QI:**		
1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy. 2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people. 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing. 5. Vulnerable Groups-Improved outcomes for vulnerable groups.	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability
PEF Intervention:	**Developing in Faith:**	**UNCRC:**	
1. Early intervention and prevention 2. Social and emotional wellbeing	2. Developing as a community of faith and learning	Article 28 - Right to Education Article 29 - Goals of Education	

5. Promoting a high quality learning experience 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact	

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 a priority? What data did you have to support this?

It has been three years since the publication of 'Realising the Ambition: Being Me'. Much has happened in that time including the introduction of 1140 hours, the COVID-19 pandemic and changes in staffing. With further changes to staffing in August 2023, there will be value in revisiting the national practice guidance and taking a fresh look at learning spaces, experiences and interactions within Cathedral Nursery Class to ensure they are of the highest quality. Given that the recently developed whole-school overarching pedagogy draws on early years research and uses key terminology from 'Realising the Ambition', this priority also opens up the perfect opportunity to establish truly connected, seamless and progressive approaches to learning, teaching and assessment from Nursery – Primary 7.

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**.

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
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 practitioners have a sound understanding of the nursery's overarching pedagogy and can articulate how this informs and shapes learning spaces and day-to-day experiences and interactions.	• Provide professional reading time for all practitioners to revisit 'Realising the Ambition'. • Use Forth Valley and West Lothian Regional Improvement Collaborative document '*How Good is our Play for Learning?*' to evaluate current spaces, experiences and interactions. • Draw up action plan based on above self-evaluation.	<u>Qualitative</u> • Completed action plan • SLT – Nursery Practitioner professional dialogues.		
Professional learning and collaboration, facilitated through working groups, has supported and led to improved spaces, experiences and interactions.	• Drawing on areas of interest and expertise, organise practitioners into three short-term working groups (Spaces, Experiences, Interactions) to take forward next steps generated from above self-evaluation. • Introduce a two-week focus by selecting one 'spaces', 'experiences' and 'interactions' bullet point from	<u>Quantitative</u> • Quantitative data will be determined by nature of CAR projects planned on August inservice day. <u>Qualitative</u> • As above, qualitative data will be determined by nature		

	'How Good is our Play for Learning?' to develop each fortnight. • Facilitate regular opportunities for staff to share professional learning with colleagues. • Introduce *Collaborative Action Research* (CAR) at August inset using West Partnership materials (this input will be delivered by staff from the Robert Owen Centre for Educational Change, University of Glasgow). • Focusing on an area of the school's 'Overarching Pedagogy', Lead Practitioners will develop a research question as the basis for a CAR project. • The CAR project will be taken forward during course of year, with on-going support from Glasgow University (ROC) staff.	of CAR projects planned on August inservice day. • Changes to *spaces, experiences* and *interactions* evident during day-to-day learning walks and scheduled SLT classroom observations.		
Learning visits to other establishments have led to improved spaces, experiences and interactions.	• Using the structure of overarching pedagogy as a focus, facilitate learning visits to other nurseries to identify and capture best practice. • Feedback learning from visits to in-house working groups and make relevant improvements.	<u>Qualitative</u> • Completed learning visits proforma.		
Collaboration with school teaching staff, particularly at the Primary 1 stage, ensures joined-up approaches to learning, teaching and assessment across Early Level.	• Facilitate opportunities for school teaching staff to work alongside children in the nursery and nursery practitioners to work alongside Primary 1 pupils in Play Zone. Follow up visits with time for professional discussion, including identifying next steps in developing practice.	<u>Qualitative</u> • Continuity of approaches in *spaces, experiences* and *interactions* across Early Level evident during day-to-day learning walks and scheduled SLT classroom observations.		
All children are equipped with the language of learning and can articulate the skills they are developing through planned and	• Introduce skills posters and mini prompt-cards to nursery to support children to talk about their learning. • In conjunction with school, introduce 'Milestone Moment' stickers to highlight significant points in each child's learning journey.	<u>Qualitative</u> • Learning Journals. • SLT and Lead Practitioner learner dialogues.		

responsive learning experiences.				
Final evaluation:				

PEF ALLOCATION: £117, 000

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2023-24

North Lanarkshire Council

RATIONALE FOR EQUITY (PEF) PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	Please indicate what evidence you are going to collect to show impact and progression.
Cluster priority; Priority 1; Priority 2	£9,351	PEF DHT	Additional DHT has 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 also leads school's 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 continue to increased attainment in literacy and numeracy across all stages	• Star Assessment, AMT and YARC 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 2024 ACEL data; 'What's the Story?' dashboard.
Cluster priority; Priority 1; Priority 2	£52,641	Additional teaching staffing (2 FTE)	These additional teaching staff will provide the core of the Attainment Team, carrying out baseline and ongoing assessments (including strategic use of	(as above)

			standardised assessments) and delivering a range of targeted interventions/support in literacy and numeracy to individuals and small groups. This will continue to 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.	
Cluster priority; Priority 1; Priority 2	£1,575	Read Write Inc. Phonics	Read Write Inc phonics will continue to be used across P1-3. The positive attainment achieved at P1 and P2 during 2022/23 session will be maintained and built on and we will look to achieve increased ACEL literacy data at P1 by June 2024.	• 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 2024 P1 ACEL data.
Priority 3	£16,880	Digital technology	To support Priority 3 (Digital pedagogy), a substantial investment will be made in new ipads to support learning and teaching across our nine infant classes.	• SLT learning walks and learning visits: ipads being effectively used to support learning across the curriculum.
Priority 2	£3,000	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. 'Accelerated Reader' will continue to 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.	• Pupil survey on new library books, gathered through 'Smart School Council'. • Baseline for all P4 – 7 pupils using AR Star Assessment to identify strengths and gaps. • Collated teacher professional judgements across stage from 'Progress & Achievement' system. • Ongoing Reading Assessment Criteria records, identifying strengths gaps for individual pupils. • June 2024 ACEL data.

Priority 2	£1,000	Online reading library	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.	

'They are like a tree planted beside the water which bears its fruit in season and whose leaves never wither. They succeed in everything they do.' (Psalm 1:3)