



***Driving Equity and Excellence***

## Improvement Action Plan

**Session 2024-25**





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



*'Living to Learn, Learning to Live'*

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

Improvement Plan Summary	
<b>Cluster Priority</b>	To ensure equity for all learners and understand the attainment within Numeracy.
<b>School Priority 1</b>	Further secure high learner engagement and attainment by fully implementing and embedding Cathedral's overarching pedagogy.
<b>School Priority 2</b>	Improve the quality and increase the impact of Religious Education RC across all stages through a systematic and active review of the ten characteristics in the Charter for Catholic Schools in Scotland.
<b>School Priority 3</b>	Establish a digital pedagogy across all stages of the curriculum which engages learners and delivers a high-quality learning experience for all pupils. (Year 3 of 3)
<b>Nursery Class Priority</b>	Improve outcomes across the curriculum for all learners by building and establishing a fresh nursery team with a shared commitment and the collective capacity to fully implement Cathedral's overarching pedagogy.



# Education and Families Priorities

1	2	3	4	5
<p><b>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</b></p>	<p><b>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</b></p>	<p><b>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</b></p>	<p><b>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b></p>	<p><b>Vulnerable Groups- Improved outcomes for vulnerable groups.</b></p>
<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Raising Attainment Strategy <ul style="list-style-type: none"> <li>◦ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.</li> </ul> </li> <li>• Self- Evaluation Leading to Improvement <ul style="list-style-type: none"> <li>◦ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.</li> </ul> </li> <li>• Review of Additional Support Needs <ul style="list-style-type: none"> <li>◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training</li> </ul> </li> </ul>	<p><b>Improvement Actions SAC/ PEF Plan</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Anti- Poverty Programmes <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• North Lanarkshire Innovation and Improvement Hub <ul style="list-style-type: none"> <li>◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.</li> </ul> </li> </ul>	<p><b>Improvement Actions GIRFEC</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 1140 ELC Expansion <ul style="list-style-type: none"> <li>◦ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.</li> </ul> </li> <li>• Mental Health and Wellbeing <ul style="list-style-type: none"> <li>◦ 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</li> </ul> </li> </ul>	<p><b>Improvement Actions Curricular Progression</b></p> <ul style="list-style-type: none"> <li>• A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.</li> <li>• DYW Strategy <ul style="list-style-type: none"> <li>◦ The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.</li> </ul> </li> <li>• Digital Classroom <ul style="list-style-type: none"> <li>◦ Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.</li> </ul> </li> </ul>	<p><b>Improvement Actions Support for Families/ Young People at Risk</b></p> <ul style="list-style-type: none"> <li>• There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.</li> <li>• Care Experienced Young People <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• Support for Adults <ul style="list-style-type: none"> <li>◦ There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.</li> </ul> </li> </ul>

## 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)

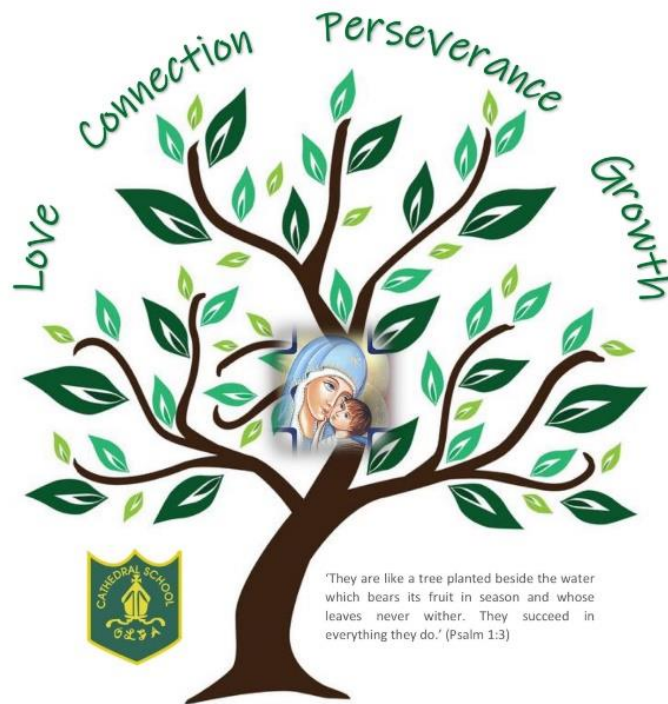
Two priorities from the 2023/24 Annual Improvement Plan (Pedagogy and Digital) have been carried forward and will be further developed during the 2024/25 session.

The Head Teacher discussed and agreed 2024/25 improvement priorities with the Parent Council in May 2024, outlining the rationale for each. The proposed use of the school's Pupil Equity Fund allocation was also discussed at this meeting.

All parents and carers were consulted on the 2024/25 AIP in June 2024 via a Microsoft forms questionnaire. This entailed two questions: one relating to their child's learning and one to Religious Education RC and the faith dimension of the school. The 2024/25 AIP was posted on the website newsfeed prior to the summer holidays and is permanently available in the 'information' section of the website.

Our 2024/25 improvement priorities were initially shared with pupils at assembly on 10<sup>th</sup> June 2024 and a child-friendly AIP poster is displayed in all classrooms across the school. Pupils across all stages are actively involved in 'Smart School Council', enabling them to contribute to change and improvement in Cathedral Primary School. Throughout the 2024/25 session, pupils will have the opportunity to take forward aspects of each improvement priority through 'Smart School Council' action teams.

## 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



# SCHOOL IMPROVEMENT PLAN

## 2024/25



### Priority 1



My teacher will help me reach my full potential by giving me daily access to the very best learning **SPACES**, learning **EXPERIENCES** and learning **INTERACTIONS**.

### Priority 2



My teacher will teach inspiring **R.E.** lessons which help me grow in my faith and equip me to make a positive difference in school, at home, in my parish and in the local and global community.

### Priority 3



My teacher will help me to develop my **digital technology skills** and give me opportunities to use these in my learning in every area of the curriculum.

## 2024-25 Improvement Plan

<b>CLUSTER PRIORITY: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>To ensure equity for all learners and understand the attainment within Numeracy.</b>
Person(s) Responsible Who will be leading the improvement?	Cluster Chair, CIIL, HTs, P7 CTs, Maths Department

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

<b>NIF Priority:</b> 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;	<b>NIF Driver:</b> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
<b>NLC Priority:</b> 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.	<b>QI:</b> 1.2 Leadership of learning 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
<b>PEF Intervention:</b> 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	<b>Developing in Faith:</b> 2. Developing as a community of faith and learning 4. Celebrating and Worshiping  <b>UNCRC:</b> Article 14 - Freedom of Thought, Belief and Religion

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?  
 In session 23-24 using the month of April as our reference point, attendance in the OLHS cluster has continued to improve year on year from 2021, attendance April 2021 was 91.21% and in April 2024 93.06% in addition to this there has been improved attendance across all cluster establishments. All cluster establishments attendance was above the NLC stretch aim for this session (Secondary Schools 86.40%, Primary 91.8%). Having analysed the data rigorously, a decision was made to improve the cluster average attendance to 93.5% which is above the NLC stretch aim for the 24-25 session.

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 relationship building with our children and their families to better understand the reasons behind poor attendance and to put in place interventions which will support them.

From rigours interrogation of ACEL numeracy data in each of the cluster establishments, it was evident that children in each cluster primary were attaining the same or better in numeracy than literacy, however in the secondary young people were consistently performing better in literacy than numeracy. This trend continued into the senior

phase at level 4 and 5. We were therefore interested to determine the factors which were causing this trend and how we could intervene to ensure pupils attainment was consistently improving in numeracy throughout their time at school.

**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.**

Work with CST to offer support to targeted pupils

Work with CIIL

<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>
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><b>Empowering Cluster</b></p> <p>Increase level of attendance in all establishments across the cluster.</p> <p><b>Targets:</b> Cluster average to increase from 93.06% to 93.5%</p>	<ul style="list-style-type: none"> <li>Implement new NLC guidance and procedures including use of new attendance codes</li> <li>Monthly attendance reviews with SLT and CIIL to identify families with attendance below the local authority average. We will analyse the following:               <ul style="list-style-type: none"> <li>Patterns of attendance</li> <li>Family links</li> </ul> </li> <li>Monthly meeting with identified families to support improved attendance.</li> <li>Family engagement worker to support targeted families.</li> <li>Robust arrangements are in place to support high quality learning for children unable to attend school</li> </ul>	<ul style="list-style-type: none"> <li>Monthly audit and analysis of attendance data across the cluster</li> <li>Monitoring and tracking data will reflect improvement in attendance.</li> <li>Collaborative working will reflect a range of approaches that will be used by the wellbeing team consistently across the cluster.</li> <li>Use of Outcome Star to assess and monitor wellbeing, with targeted learners, in order to identify barriers to attendance.</li> </ul>		
<p><b>Cluster:</b> To understand the factors which impact the sustained improvement in Numeracy attainment P7 to S3.</p>	<ul style="list-style-type: none"> <li>Analyse and interrogate data across the cluster</li> <li>Identify key areas of development in numeracy by analysing performance information from S1 numeracy assessments</li> <li>CLPL opportunities</li> <li>Develop a consistent and shared understanding of standards across the cluster</li> </ul>	<ul style="list-style-type: none"> <li>Tracking and monitoring</li> <li>Professional dialogue/ collegiate working</li> <li>Feedback and implementation from CLPL opportunities</li> <li>Teacher’s planning will reflect a range of high-quality learning and teaching approaches</li> <li>Learning visits and professional dialogue will</li> </ul>		

	<ul style="list-style-type: none"> <li>Moderation of planning, experiences and high-quality periodic assessment</li> <li>Team teaching opportunities will be planned collaboratively across the cluster to reflect a shared understanding of the standards</li> <li>Sharing of good practice across cluster, including audits of numeracy environments from Early to Third Level (Nursery to S3).</li> </ul>	<ul style="list-style-type: none"> <li>reflect high quality teaching and learning</li> <li>Verification of assessment</li> <li>Appropriate assessment approaches are identified and used to measure gaps</li> </ul>		
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**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?

**Further secure high learner engagement and attainment across all stages by fully implementing and embedding Cathedral's overarching pedagogy.**

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

**STRATEGIC LEAD:** Marie Clare Duffy (DHT)  
**PEDAGOGY LEADS** (Colette Laird, Leanne Tominey, Laura Irwin, Jillian Shevlin)

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

<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>3. Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>4. Improvement in skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	<p><b>NIF Driver:</b></p> <ul style="list-style-type: none"> <li>1. School and ELC Leadership</li> <li>2. Teacher and Practitioner Professionalism</li> <li>5. School and ELC Improvement</li> </ul>
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<p><b>NLC Priority:</b></p> <ul style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>5. Improved outcomes for vulnerable groups</li> </ul>	<p><b>QI:</b></p> <ul style="list-style-type: none"> <li>1.2: Leadership for learning</li> <li>2.3: Learning teaching and assessment</li> <li>2.4: Personalised support</li> <li>2.5: Family learning</li> <li>3.2: Raising attainment and achievement</li> <li>3.3: Increasing creativity and employability</li> </ul>
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<p><b>PEF Intervention: 5, 9, 12</b></p> <ul style="list-style-type: none"> <li>5. Promoting a high quality learning experience</li> <li>6. Differentiated support</li> <li>8. Employability and skills development</li> <li>9. Engaging beyond the school</li> <li>10. Partnership working</li> <li>11. Professional learning and leadership</li> <li>12. Research and evaluation to monitor impact</li> </ul>	<p><b>Developing in Faith/</b>          Developing as a community of faith and learning</p>	<p><b>UNCRC:</b>          Article 28 - right to education          Article 29 - goals of education</p>
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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?

In May 2023, Cathedral staff drew on the work of Julie Fisher (2016) to explore and articulate how the three contexts of *adult-led*, *adult-initiated* and *child-led* learning inform, shape and support high-quality learning **SPACES**, learning **EXPERIENCES** and learning **INTERACTIONS** across all stages of the school. 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. To further secure high learner engagement and attainment, it is vital we prioritise time to fully implement and embed Cathedral’s overarching pedagogy as set out in the support document within our *Learning, Teaching and Assessment Framework*. Building on the professional partnership work established with St Andrew’s Primary, Falkirk, during the 2023/24 session and our recent work with the local authority, there is also further opportunity for Cathedral staff to support and influence system change beyond the school.

**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.**

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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 teaching staff demonstrate a sound working knowledge of Cathedral’s overarching pedagogy document and use this on an ongoing basis to audit, evaluate and improve their practice.	<ul style="list-style-type: none"> <li>• Provide overview of school’s overarching pedagogy (August inservice) to refresh teaching and support staff’s knowledge and understanding.</li> <li>• In stage groups, teaching staff will select <u>one</u> bullet point from Cathedral’s Overarching Pedagogy document each month and use the ‘Policy into Practice’ pro-forma to record action and impact.</li> </ul>	<p><u>People’s views</u></p> <ul style="list-style-type: none"> <li>• End of year stage group questionnaire captures professional learning and impact.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>• All components of overarching pedagogy visible in scheduled October/day-to-day learning walks.</li> </ul>		
Practitioner enquiry has led to improved learning spaces, experiences and interactions for learners across all stages and supported system change beyond the school.	<ul style="list-style-type: none"> <li>• Focusing on one area of the school’s ‘Overarching Pedagogy’ each month, teaching staff will work in stage groups to review and refine an aspect of practice.</li> <li>• Provide opportunities during course of year for staff to meet in their PLCs to share learning and discuss impact on learners.</li> <li>• Capture examples of good practice in GLOW to build up ideas bank.</li> </ul>	<p><u>People’s views</u></p> <ul style="list-style-type: none"> <li>• SLT – learner conversations capture positive views from pupils on improved spaces, experiences and interactions.</li> <li>• End of year stage group questionnaire captures professional learning and impact.</li> </ul> <p><u>Direct observations</u></p>		



	<ul style="list-style-type: none"> <li>Further develop professional collaboration with St Andrew's Primary, Falkirk, based on overarching pedagogy document. Facilitate visits between the two schools to share learning and support improvement.</li> </ul>	<ul style="list-style-type: none"> <li>All components of overarching pedagogy visible in scheduled October/day-to-day learning walks.</li> <li>Completed records of learning visits to St Andrew's Primary.</li> </ul>		
Across all classrooms and learning streets, pupils learn through an appropriate balance of adult-led, adult-initiated and child-led learning experiences.	<ul style="list-style-type: none"> <li>Teaching staff will use pedagogy triangle each week (either in advance or in hindsight) to audit the balance of <i>adult-led</i>, <i>adult-initiated</i> and <i>child-led</i> learning experiences across the five days; necessary adjustments will be made in subsequent weeks.</li> <li>Teachers will plan in stage groups and across learning streets to support consistent balance of high-quality <i>adult-led</i>, <i>adult-initiated</i> and <i>child-led</i> learning experiences.</li> </ul>	<u>Direct observations; Quantitative</u> <ul style="list-style-type: none"> <li>Day-to-day learning walks confirm appropriate balance of adult-led, adult-initiated and child-led learning in 100% of classrooms.</li> </ul>		
Learners across all stages have ownership of learning spaces by regularly co-designing classrooms and learning streets to stimulate, support and extend their learning.	<ul style="list-style-type: none"> <li>Teaching staff will ensure pupils across all stages have at least one significant opportunity each term to co-design an aspect of their classroom.</li> <li>Offer further opportunities through Smart School Council for pupils to inform and influence changes to learning streets.</li> <li>Facilitate learning walks as part of collegiate meetings to observe examples of high-quality learning spaces.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>SLT – learner conversations capture learners' involvement in co-designing classrooms and learning streets.</li> <li>Smart School Council action board and log-book capture pupils' views and involvement in co-designing learning streets.</li> </ul> <u>Direct observations</u> <ul style="list-style-type: none"> <li>Professional dialogue within PLCs following collegiate learning walks.</li> </ul>		
All teachers are confident in setting up a variety of open-ended activities to stimulate, support, challenge and extend learning.	<ul style="list-style-type: none"> <li>Teaching staff will work in stage groups (and across learning street) to plan at least one open-ended learning activity each week (adult-initiated or child-led).</li> <li>Examples of high-quality open-ended activities will be captured on website newsfeed.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>Day-to-day SLT – learner conversations during open-ended learning activities.</li> </ul> <u>Direct observations</u> <ul style="list-style-type: none"> <li>Open-ended activities visible in scheduled October/day-to-day learning walks.</li> </ul>		
Teachers and pupils regularly co-construct	<ul style="list-style-type: none"> <li>Teaching staff will continue to use the 'Explore &amp; Extend' section of</li> </ul>	<u>People's views;</u> <u>Direct observations</u>		

<p>rich learning experiences (Explore &amp; Extend), to extend, build upon and apply recent learning.</p>	<p>their daily planner to record co-constructed activities.</p> <ul style="list-style-type: none"> <li>As part of daily classroom visits, SLT will engage in learner conversations about 'Explore &amp; Extend' activities on Active8 task-board.</li> <li>Facilitate discussions in PLCs around successful 'Explore &amp; Extend' activities.</li> </ul>	<ul style="list-style-type: none"> <li>Day-to-day SLT – learner conversations relating to 'Explore &amp; Extend' activities on Active8 task-board.</li> </ul>		
<p>Pupils across all stages have regular opportunities to engage in meaningful outdoor learning which reflects Cathedral's overarching pedagogy.</p>	<ul style="list-style-type: none"> <li>In stage groups, teaching staff will refresh knowledge of outdoor learning programme for stage and map out learning experiences across year.</li> <li>Teaching staff will use Overarching Pedagogy document to evaluate and refine <u>OUTDOOR spaces, experiences and interactions</u>.</li> </ul>	<p><u>People's views</u></p> <ul style="list-style-type: none"> <li>Professional dialogue around outdoor learning in PLCs. Pedagogy Leads will feedback to SLT.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>Informal SLT involvement in and observation of outdoor learning.</li> </ul>		
<p>Parental Engagement and Family Learning sessions have increased parents' and carers' knowledge of how children learn and upskilled them to support their child's learning at home.</p>	<ul style="list-style-type: none"> <li>Include meaningful input on school's overarching pedagogy at all family learning sessions; provide practical ideas for parents/carers on how they can support learning at home.</li> <li>Translate one aspect of overarching pedagogy document each month into a parent-friendly idea for supporting their child's learning. Post on website newsfeed and send link on app.</li> </ul>	<p><u>People's views</u></p> <ul style="list-style-type: none"> <li>Family Learning parent/carer evaluations.</li> <li>Parent/carer questionnaire will capture feedback on impact of 'Supporting your child's learning' ideas on school website.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>Monthly 'Supporting your child's learning' ideas on school website.</li> </ul>		
<p><b>Final evaluation:</b></p>				

<b>PRIORITY 2: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>Improve the quality and increase the impact of Religious Education RC across all stages through a systematic and active review of the ten characteristics in the Charter for Catholic Schools in Scotland.</b> <i>(Please note: the numbers in brackets after each 'expected impact' statement indicate the related characteristics within the Charter)</i>
Person(s) Responsible Who will be leading the improvement?	<b>STRATEGIC LEAD:</b> Lorraine Campbell (DHT) Kristin Carroll (RE Co-ordinator); Fr Lamb (parish priest and school chaplain); Barbara Coupar (Director of SCES); Roisin Coll (Director of St Andrew's Foundation); Cathedral Chaplaincy Team

<b>(Please insert the relevant information below using the codes above)</b>		
<b>NIF Priority:</b> 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	<b>NIF Driver:</b> 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment	
<b>NLC Priority:</b> 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 5. Improved outcomes for vulnerable groups	<b>QI:</b> 1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 2.2: Curriculum 2.3: Learning teaching and assessment  2.5: Family learning 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion	
<b>PEF Intervention:</b> Not applicable	<b>Developing in Faith:</b> 1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 5. Serving the common good.	<b>UNCRC:</b> Article 14 - freedom of thought, belief and religion Article 15 - freedom of association 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?  
 Cathedral's improvement priorities in recent years have largely been influenced by national priorities, particularly around raising attainment in literacy and numeracy, supporting children's health and wellbeing and closing the poverty-related attainment gap. This has been successful in embedding a strong universal offer in Cathedral Primary, along with a number of well-established targeted interventions. However, with thirteen years having passed since the publication of 'This is our Faith' (the Religious Education syllabus for Catholic primary schools in Scotland), there is a consensus amongst Cathedral staff and the Parent Council of the necessity to revisit the statutory area of RERC and further develop and strengthen the faith dimension of our school community.

Before a person can share Christ with others, they must first experience Christ in their own life and, after this initial encounter, they are called to continually grow in their personal faith. This is of vital importance to those called to serve in a Catholic school. Our overarching approach to taking forward this improvement priority, therefore, is three-fold:

1. Support individual staff to live out their call to be a disciple of Christ and strengthen their vocation as a Catholic educator by providing regular opportunities during the course of the year for faith development and formation;
2. Through practical training, provide teaching staff with a sound working knowledge of 'This is our Faith' to support them in teaching high-quality RERC lessons and build their capacity to make meaningful connections across the curriculum (e.g. linking Catholic social teaching to particular IDL topics);
3. Support both staff and pupils to regularly reflect on the ultimate outcome of RERC lessons (e.g. greater involvement in the parish; a conviction to challenge injustice and discrimination in the world; a developing sense of a call to a particular vocation).

In short, our ultimate goal in setting this particular improvement priority is that Cathedral Primary continues to grow into a more authentic Christian community where faith is not only taught and spoken about but lived and experienced by adults and pupils alike.

**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.**

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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 teaching staff have a deeper understanding of their vocation as Catholic educators and the vital role they play in the holistic formation of learners. (3, 6, 10)	<p><b>Staff retreat as part of August inservice:</b></p> <ul style="list-style-type: none"> <li>• Fellowship meal. <i>'How wonderful it is, how pleasant, for God's people to live together in harmony.'</i> (Psalm 133: 1)</li> <li>• Input from Barbara Coupar, Director of SCES: The call to teach in a Catholic School. This will include an overview of the characteristics in the Charter for Catholic Schools in Scotland.</li> <li>• Set wider context of Cathedral Primary's mission through input from Adrian Harkin on the Diocese of Motherwell's Wellspring Project.</li> <li>• Introduction to Good Shepherd journals and how these will be used during course of the session.</li> <li>• Introduction to the 'Examen' and its intended use throughout the year.</li> <li>• Mass, celebrated in school.</li> <li>• Teaching staff will renew their commitment to their vocation as Catholic educators in the presence of the parish community at the P1 Welcome Mass 26<sup>th</sup> September.</li> </ul>	<p><u>People's views</u></p> <ul style="list-style-type: none"> <li>• Staff will write their aspirations for the year (What I hope for myself; what I hope for the staff team; what I hope for our school and parish community) and place in sealed envelope.</li> <li>• Above envelopes will be opened at end of year to aid collective reflection on our individual and shared journey of faith.</li> </ul>		
Through regular opportunities for spiritual formation, all teaching staff have grown in their personal faith and can articulate how this informs and influences their	<ul style="list-style-type: none"> <li>• Plan, in partnership with Fr Lamb, Motherwell Diocese, SCES and the St Andrew's Foundation, a calendar of opportunities for spiritual formation.</li> <li>• Individual teaching staff will engage with the professional readings in the Good Shepherd journals.</li> </ul>	<p><u>People's views</u></p> <ul style="list-style-type: none"> <li>• Staff will write their aspirations for the year (What I hope for myself; what I hope for the staff team; what I hope for our school and parish community) and place in sealed envelope.</li> </ul>		

pedagogical style. (3, 4, 10)	<ul style="list-style-type: none"> <li>Establish 'Emmaus' trios (disciples journeying together with Christ), ideally in stage groups, and build in opportunities during collegiate meetings for staff to share thoughts and learning from Good Shepherd journal readings.</li> <li>Staff will be encouraged to use the 'Examen' daily to discern where God has been at work in their day.</li> </ul>	<ul style="list-style-type: none"> <li>Above envelopes will be opened at end of year to aid collective reflection on our individual and shared journey of faith.</li> </ul>		
All teaching staff have a sound working knowledge of 'This is our Faith' and are confident in translating the content for their stage into high-quality learning experiences for pupils. (5, 6, 9)	<ul style="list-style-type: none"> <li>Provide staff with an overview of 'This is our Faith'.</li> <li>Carry out audit with stage partners of TIOF content for stage group. Highlight areas where staff lack confidence to inform CLPL.</li> <li>Staff will set aside dedicated time during stage planning to plan high-quality RE learning activities.</li> <li>Capture examples of good practice in GLOW to build up ideas bank.</li> </ul>	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> <li>Records of CLPL undertaken during course of year.</li> </ul> <p><u>People's views</u></p> <ul style="list-style-type: none"> <li>Collated audit of CLPL needs.</li> <li>Staff impact statements on CLPL opportunities.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>Scheduled lesson observations (w/b 24<sup>th</sup> Feb &amp; 3<sup>rd</sup> March)</li> </ul>		
Professional learning and collaboration, facilitated through peer trios, has supported improvements to the teaching of RERC across all stages. (5, 6, 9)	<ul style="list-style-type: none"> <li>Provide input on the 'Lesson Study' approach; provide all teaching staff with copy of 'Lesson Study: a handbook'. This will form the basis for peer observations and professional learning.</li> <li>Build in time during collegiate meetings to share and capture learning from the various lesson studies across the school.</li> <li>February 2025 SLT classroom learning visits will focus on RERC.</li> </ul>	<p><u>People's views</u></p> <ul style="list-style-type: none"> <li>Learner conversations as part of scheduled lesson observations.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>Scheduled lesson observations (w/b 24<sup>th</sup> Feb &amp; 3<sup>rd</sup> March).</li> </ul>		
Pupils across all stages capture their learning in RERC in a range of meaningful ways and can articulate their strengths and next steps. (5, 6, 9)	<ul style="list-style-type: none"> <li>Revisit principles of assessment as outlined in school's assessment policy and support staff to connect these to the teaching and assessment of RERC.</li> <li>Staff will set aside dedicated time during stage planning to plan high-quality RE learning activities, including how pupils will capture their learning.</li> </ul>	<p><u>People's views</u></p> <ul style="list-style-type: none"> <li>Learner conversations as part of scheduled lesson observations.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>Monitoring of WAC jotters and wall displays.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Capture examples of good practice in GLOW to build up ideas bank.</li> </ul>			
All teaching staff have a sound understanding of how the 'Four Contexts of Learning' interconnect to contribute to the overall religious, spiritual and moral development of learners. (1, 2, 3, 5, 7, 8, 9)	<ul style="list-style-type: none"> <li>• For the duration of the 2024/25 session, move the 'Four Contexts of Learning' overview to the RE section of the forward plan to support staff in mapping out range of RE learning opportunities across each term.</li> <li>• Identify RERC links to school's IDL topics.</li> <li>• Introduce the 'Examen' across all stages to support children in seeing how God has been at work across the entirety of their day activities and interactions.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>• Learner conversations as part of scheduled lesson observations.</li> </ul> <u>Direct observations</u> <ul style="list-style-type: none"> <li>• Forward plan monitoring and associated SLT – class teacher dialogue.</li> </ul>		
Through 'Smart School Council', learners across all stages have further developed meaningful connections between the school, the home, the parish and the local and global community. (1, 4, 6, 7, 8, 9)	<ul style="list-style-type: none"> <li>• Chaplaincy Team (see below) will co-ordinate consultation with pupils, parents and parish around building and establishing closer links.</li> <li>• Take forward outcomes of consultation via Smart School Council.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>• Smart School Council action board.</li> </ul> <u>Direct observations</u> <ul style="list-style-type: none"> <li>• Smart School Council logbook.</li> <li>• Website newsfeed.</li> </ul>		
Learners across all stages are actively involved in planning and contributing to celebration and worship at various points in the liturgical year. (3, 4, 6)	<ul style="list-style-type: none"> <li>• Establish a Chaplaincy Team, made up of pupils, staff and the parish priest, to coordinate Masses and other opportunities for pupil spiritual development across the year.</li> <li>• Use the <i>Directory for Masses with Children</i> to evaluate current liturgical practice; make amendments, as appropriate.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>• Start of year audit of current ways learners are involved in celebration and worship.</li> <li>• Chaplaincy Team action plan.</li> </ul> <u>Direct observations</u> <ul style="list-style-type: none"> <li>• Evidence of pupil involvement in celebration and worship on website newsfeed.</li> </ul>		
Learners across all stages have an accurate understanding of the diversity of Cathedral Primary and are actively involved in meaningful opportunities to learn about the faiths,	<ul style="list-style-type: none"> <li>• This area was consulted on, and an action plan drawn up, towards the end of the 2023/24 session. However, due to a number of circumstances, it was unable to be progressed. The action plan will be taken forward in the early stages of the 2024/25 session including the publication of a campus cookbook</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>• Smart School Council action board.</li> </ul> <u>Direct observations</u> <ul style="list-style-type: none"> <li>• Smart School Council logbook.</li> <li>• Website newsfeed.</li> </ul>		

beliefs and cultures represented within our school community. (2, 8, 9)	and a 'Celebrating our diversity' day.			
Parental engagement and Family Learning sessions have increased parents' and carers' knowledge and understanding of the RERC curriculum and built their confidence to support their child's faith development at home. (1, 4, 5, 6)	<ul style="list-style-type: none"> <li>Based on parental consultation in June 2024, incorporate RERC-related workshops into Parental Engagement &amp; Family Learning programme. This will include an opportunity for parents and carers to learn alongside their child in the classroom.</li> <li>Consult with parents on future opportunities they would find helpful.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>June 2024 parental AIP consultation.</li> <li>Family Learning evaluations.</li> </ul>		
<b>Final evaluation:</b>				

<b>PRIORITY 3: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>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 (Year 3 of 3).</b>
Person(s) Responsible Who will be leading the improvement?	<b>STRATEGIC LEAD:</b> Graeme Young (HT) <b>DIGITAL CHAMPIONS:</b> Ms Debbie Quinn & Mrs Jacqueline McCulloch

<b>(Please insert the relevant information below using the codes above)</b>		
<b>NIF Priority:</b> 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	<b>NIF Driver:</b> 2. Teacher Professionalism 3. Parental Engagement	
<b>NLC Priority:</b> 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.	<b>QI:</b> 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
<b>PEF Intervention:</b> 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	<b>Developing in Faith:</b> 2. Developing as a community of faith and learning	<b>UNCRC:</b> 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 priority? What data did you have to support this?  
 North Lanarkshire’s Digital Literacy and Computing Science progression pathways were introduced across all stages in August 2023 and these have been successful in building teaching staff’s confidence, knowledge and skill in delivering these areas of Technologies. In partnership with our Digital Champion, Cathedral staff will continue to access North Lanarkshire’s online support materials this session to ensure all aspects of Digital Literacy and Computing Science are being fully delivered by June 2025.

**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.**

<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>
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"> <li>Fully embed NLC Digital Literacy and Computing Science progression pathways across all stages.</li> <li>Carry out start-of-year staff questionnaire to capture remaining gaps in learning.</li> <li>In partnership with Digital Champions offer team-teaching training opportunities and on-going support, based on staff needs.</li> </ul>	<p><u>People’s views</u></p> <ul style="list-style-type: none"> <li>Evaluations from staff training.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>Day-to-day observations of Digital Technology and Computer Science learning and teaching.</li> <li>Learner conversations.</li> </ul>		
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"> <li>Continue to ensure focused discussion of Digital Literacy and Computing Science components of Technologies progression pathway are included in stage planning meetings.</li> <li>Teachers across all stages will continue to utilise ‘Tech Tuesdays’ to build their capacity in delivering all aspects of Digital Literacy and Computing Science.</li> </ul>	<p><u>People’s views</u></p> <ul style="list-style-type: none"> <li>Monitoring of use of ‘Tech Tuesdays.</li> <li>Learner conversations.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>Monitoring of Forward Plans.</li> <li>Day-to-day observations of Digital Technology and Computer Science learning and teaching.</li> </ul>		
All pupils use and apply digital technology/skills in meaningful ways across all areas of the curriculum.	<ul style="list-style-type: none"> <li>All P5- 7 teaching staff to set up and maintain a class Microsoft Team to set learning activities for pupils. ‘Teams’ icon will be used across all P5 – 7 Active8 task-boards.</li> <li>In stage groups, identify a particular area of the curriculum each term which might feel challenging to</li> </ul>	<p><u>People’s views</u></p> <ul style="list-style-type: none"> <li>Learner conversations.</li> </ul> <p><u>Direct observations</u></p> <ul style="list-style-type: none"> <li>Day-to-day observations of Digital Technology and Computer Science learning and teaching.</li> </ul>		



	enhance through digital technologies. Draw on expertise of Digital Champions and NLC support materials.			
Pupil Voice, school improvement and engagement with the wider community is supported and enhanced through Digital Technologies.	<ul style="list-style-type: none"> <li>Fully embed use and reach of <i>Smart School Council</i> to facilitate pupil voice and take forward school improvement priorities.</li> <li>Develop Parent Council area of school website to engage more effectively with parents, carers and the wider community.</li> <li>From August 2024, use 'classes' section of school app to set and communicate homework tasks from P1 – 4.</li> </ul>	<u>Direct observations</u> <ul style="list-style-type: none"> <li>Smart School Council action board.</li> <li>Smart School Council log-book.</li> <li>Periodic audit/evaluation of website.</li> </ul>		
<b>Final evaluation:</b>				

<b>NURSERY CLASS PRIORITY: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>Improve outcomes across the curriculum for all learners by building and establishing a fresh nursery team with a shared commitment and the collective capacity to fully implement Cathedral's overarching pedagogy.</b>
Person(s) Responsible Who will be leading the improvement?	<b>STRATEGIC LEAD:</b> Brenda McCoy (PT) <b>NURSERY LEAD PRACTITIONERS:</b> Liz Cairns, Mhairi Anne Wood, Natalie McLean, Vikki Kerr

<b>(Please insert the relevant information below using the codes above)</b>	
<b>NIF Priority:</b> 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;	<b>NIF Driver:</b> 2. Teacher Professionalism 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
<b>NLC Priority:</b> 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.	<b>QI:</b> 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.6: Transitions 3.2: Securing children's progress
<b>PEF Intervention:</b> 1. Early intervention and prevention 2. Social and emotional wellbeing 5. Promoting a high-quality learning experience 9. Engaging beyond the school	<b>UNCRC:</b> 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?

Cathedral, like most NLC nurseries, faced unprecedented staffing challenges during the 2023/24 session. This inhibited last year's improvement priority around early years pedagogy being taken forward and fully realised. This priority has, therefore, been carried forward into the 2024/25 session. A fresh team, comprising existing and new practitioners, will be in place for August 2024 and there is now the opportunity to look to the future with optimism and renewed vision.

It has been four 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 significant changes in staffing. With further changes to staffing in August 2024, several who will be new to early years, 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 Cathedral's 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.**

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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 staff demonstrate a shared commitment to the nursery's vision, values and aims and can articulate the contribution they make to the nursery team.	<ul style="list-style-type: none"> <li>Revise ELT remits to give Brenda McCoy (PT) leadership responsibility across Early Level.</li> <li>Initial meeting during August inservice with fresh nursery team. Provide opportunity to revisit and explore vision, values and aims.</li> <li>Based on above, staff will write their aspirations for the year and place these in sealed envelope, to be opened in June 2025 (see 'measures' column'.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>Staff will write their aspirations for the year (What I hope for myself; what I hope for the nursery team; what I hope for our young learners) and place in sealed envelope.</li> <li>Above envelopes will be opened at end of year to aid collective reflection on our individual and shared journey of faith.</li> <li>August 2024 and June 2025 PRD records.</li> </ul>		
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.	<ul style="list-style-type: none"> <li>Provide professional reading time for all practitioners to revisit 'Realising the Ambition'.</li> <li>Use Forth Valley and West Lothian Regional Improvement Collaborative document '<i>How Good is our Play for Learning?</i>' to evaluate current spaces, experiences and interactions.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>SLT – Nursery Practitioner professional dialogues.</li> </ul> <u>Direct observations</u> <ul style="list-style-type: none"> <li>Monitoring of learning environments.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Draw up action plan based on above self-evaluation.</li> </ul>			
Professional learning and collaboration, facilitated through working groups, has supported and led to improved spaces, experiences and interactions.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Introduce a two-week focus by selecting one 'spaces', 'experiences' and 'interactions' bullet point from</li> <li>• 'How Good is our Play for Learning?' to develop each fortnight.</li> <li>• Facilitate regular opportunities for staff to share professional learning with colleagues.</li> </ul>	<u>People's views</u> <ul style="list-style-type: none"> <li>• SLT – Nursery Practitioner professional dialogues.</li> </ul> <u>Direct observations</u> <ul style="list-style-type: none"> <li>• Monitoring of learning environments.</li> </ul>		
Learning visits to other establishments have led to improved spaces, experiences and interactions.	<ul style="list-style-type: none"> <li>• Using the structure of overarching pedagogy as a focus, facilitate learning visits to other nurseries to identify and capture best practice.</li> <li>• Feedback learning from visits to in-house working groups and make relevant improvements.</li> </ul>	<u>Direct observations</u> <ul style="list-style-type: none"> <li>• Completed learning visits proforma.</li> <li>• Monitoring of learning environments.</li> </ul>		
Collaboration with school teaching staff, particularly at the Primary 1 stage, ensures joined-up approaches to learning, teaching and assessment across Early Level.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow up visits with time for professional discussion, including identifying next steps in developing practice.</li> </ul>	<u>Direct observations</u> <ul style="list-style-type: none"> <li>• Completed learning visits proforma.</li> <li>• Continuity of approaches in <i>spaces, experiences</i> and <i>interactions</i> across Early Level evident during day-to-day learning walks and scheduled SLT classroom observations.</li> </ul>		
All children are equipped with the language of learning and can articulate the skills they are developing through planned and responsive learning experiences.	<ul style="list-style-type: none"> <li>• Embed use of skills prompt-cards to support children to talk about their learning.</li> <li>• In conjunction with school, introduce 'Milestone Moment' stickers to highlight significant points in each child's learning journey.</li> </ul>	<u>Direct observations</u> <ul style="list-style-type: none"> <li>• Monitoring of 'Learning Journals'.</li> <li>• Learner conversations.</li> </ul>		
<b>Final evaluation:</b>				

**PEF ALLOCATION:**

£117,000

NORTH LANARKSHIRE COUNCIL  
EDUCATION & FAMILIES  
**EQUITY PLAN 2024-25**

**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 note: the descriptions and costings below are from August 2024 onwards and do not include April – August 2024 spends from this year's PEF allocation.				
	£80,220	<b>Additional teaching staffing (3.6 FTE) Match funded</b>	These 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 interventions/support in literacy, numeracy and health & wellbeing to individuals and small groups. This has already led 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.	<ul style="list-style-type: none"> <li>Star Assessment, AMT and YARC standardised assessments.</li> <li>Read Write Inc Fresh Start assessments.</li> <li>IDL assessments.</li> <li>Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats.</li> <li>Weekly 'Attainment Team' planning and evaluations.</li> <li>June 2025 ACEL data.</li> </ul>
	£1300	<b>Read, Write Inc. phonics</b>	Read Write Inc phonics will continue to be used across P1-3. The increased attainment achieved at P1 – P3 in recent years will be maintained/increased.	<ul style="list-style-type: none"> <li>Six- weekly Read Write Inc Phonics assessments.</li> <li>Ongoing Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats.</li> <li>June 2025 P1 ACEL data.</li> </ul>
	£1000	<b>Subsidising/full funding of Primary 7 residential excursion</b>	This money has been set aside to ensure there are no financial barriers to any Primary 7 pupil participating in the residential trip to Lendrick Muir in May	