

***Driving Equity and Excellence***

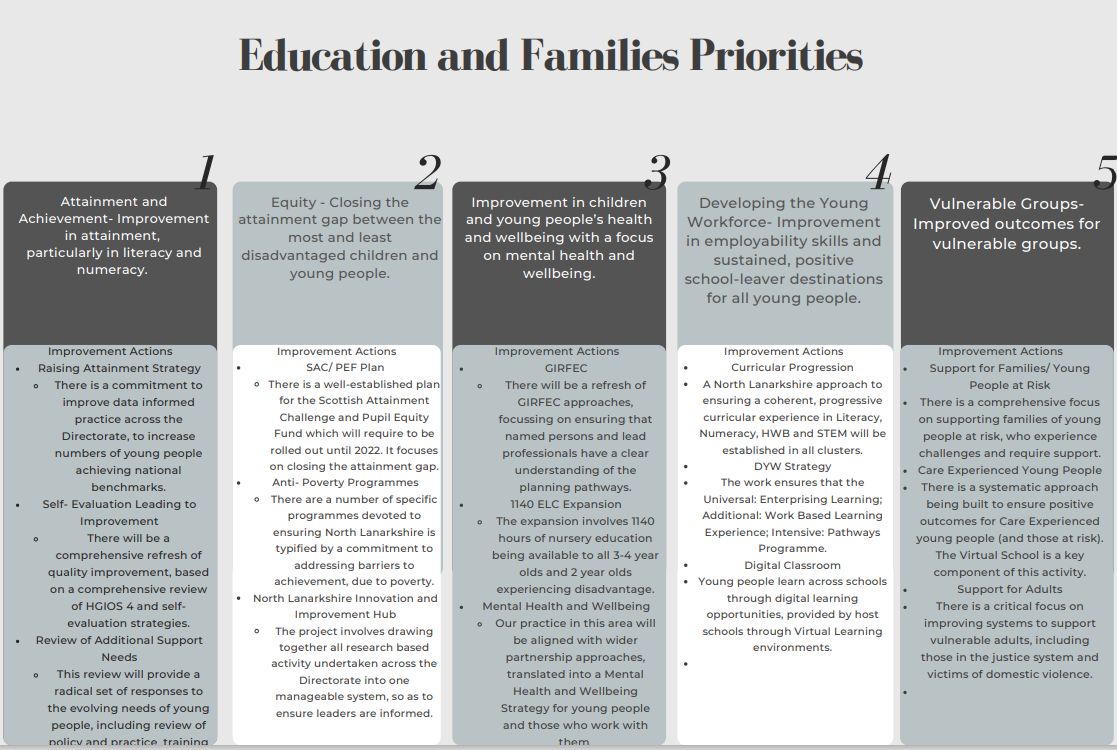
**Improvement Action Plan**

**Session 2022-23**

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| **School:** | Our Lady’s High School |
| **Cluster:** | Our Lady’s Cluster |

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| Improvement Plan Summary | |
| Cluster Priority: | To improve attainment and to continue to close the poverty related attainment gap in literacy and numeracy |
| School Priority 1: | Ensure high quality learning and teaching experiences, robust assessment and an appropriate curriculum offer which continue to develop our learners to achieve their full potential |
| School Priority 2: | Ensure that all young people are supported in their wellbeing and faith journey while preparing them for life, learning and work |
| School Priority 3: | Strengthen commitment to consistent self-evaluation processes to support school improvement and improve attainment for all learners |

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**School Vision and Values**

Our Lady’s High School is a Catholic School which represents the way, truth and the light and features all of the characteristics as detailed in the Charter for Catholic Schools. Our Lady’s High is a community of faith and Learning. Our values are based on ‘*The Our Lady’s Way’.*

**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)**

SIP discussed with PC members who were given an opportunity to comment on the Plan. The Sip is also available on the school website. SIP discussed at pupil voice meetings.

**2022-23 Improvement Plan**

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| Cluster Priority : Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **To improve attainment and to continue to close the poverty related attainment gap in literacy and numeracy** |
| Person(s) Responsible  Who will be leading the improvement? | **Carolan Burnet, Paula Brazill, Cluster Head Teachers and Heads of Establishment** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 5** | | **NIF Driver: 4/6** | | | |
| **NLC Priority: 1** | | **QI: 2.3/3.2** | | | |
| **PEF Intervention: 4** | | **Developing in Faith/UNCRC: Developing in Faith 6/ Article 28,** | | | |
| 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?  ACEL data across the 6 primaries shows an average of 69.47% achievement of First level at P4 in writing, with only one school achieving above 86%. There are 3 schools within the cluster which are showing a poverty related attainment gap. We would aim to increase the average attainment across P4 in writing to 75%, and to reduce the percentage not achieved in P5 by 10% to 20% or less of total cohort and close the poverty related gap in the three schools from an average of 13% to below 10%. Improvement work will focus on all stages but tracking data will focus on Primary 4 and 5 for writing, and early years for talking and listening.  ACEL Data for numeracy shows an average of 81% across the 6 primaries’ for early which drops to 70% at First level and 71% at Second Level. Our target is to improve attainment in Numeracy to 75% at the end of First and Second level, and to reduce by 10% those who have not yet achieved first level in P5 from 25% to 15% or less.  Improved attendance at school will impact on attainment. Stretch aim is as follows:   * Children sitting between 80-90% would improve to above 90 * Children sitting between 70-80% would improve to above 80   Children below 70% would go through process and may be referred to Cluster Network Team for advice | | | | | |
| **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** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Learner’s outcomes will improve as children become better able to transfer skills from taught writing to writing across the curriculum, improving attainment to an average of 75% at the end of First level in Writing across Primaries | Assessment and moderation of Writing, with a particular focus on Tools for Writing, will take place looking at a variety of evidence from across the curriculum at all stages. | | Ass and moderation evidence and feedback  Tracking information  ACEL and TPJ data  Jotter monitoring |  |  |
| Learner’s attainment will be more accurately assessed through transition work between Primary 7 staff and OLHS staff. | Assessment and moderation of writing will take place with OLHS and primary staff, looking for examples of those on track, inconsistent etc at second and third level | | Staff evaluations  ACEL and TPJ data |  |  |
| Learner’s outcomes in literacy and numeracy will be improved by Increased attendance.   * Children sitting between 80-90% would improve to above 90 * Children sitting between 70-80% would improve to above 80 * Children below 70 % should be identified by schools to Cluster Network Team. | * Ensure GIRFEC components are in place * Evaluate plans for children to improve outcomes * Further develop/initiate wellbeing plans * Co-ordinated support by the CNT * Shared understanding among all SLT’s and partner agencies of the processes by which children are referred to CNT. | | GIRFMe and Wellbeing plans  Attendance data  Improvement methodology  Parental evaluations |  |  |
| Literacy outcomes will be improved through Targeted support for pupils from St Margaret’s of Scotland primary with lowest attainment, narrowing the poverty related gap. Attainment levels at the end of Early level will be above 50%.  Makaton training in early years will support communication and inclusion for children with language and communication difficulties and targeted non-verbal children enabling them to engage better with the curriculum and improve literacy outcomes. (10 staff) | * CST to upskill staff on Phonics international * CST to provide in class and individual support for learners * CST to provide support for parents who will be better able to support their children * Staff will report greater confidence supporting young people with language and comm difficulties * Early years environments will be communication friendly allowing children to use alternative methods of communication | | Tracking attainment data  Peer observations  Evaluations  Parent questionnaires.  Pre and post evaluations  Observations |  |  |
| Attainment in numeracy will improve to 75% at the end of First Level in P4 and reduce by 10% those who have not yet achieved in P5 through the provision of Additional staffing. | Cluster Resource Teachers and Cluster attainment teacher will enable schools to provide robust intervention for children in numeracy. | | MALT assessments  SNASA Assessments  ACEL data |  |  |
| The poverty related attainment gap in numeracy will be improved through the provision of a Cluster Attainment Teacher. We would like data will improve by 5-10% by end of session at P4 stage for 5 learners (First Level ACEL). Data for 3 learners will improve by 10% by end of session at P5 stage. | Cluster attainment teacher will be working on a numeracy intervention in St Margaret of Scotland and in Our Lady’s High School | | MALT assessments  SNASA Assessments  ACEL data |  |  |
| **Final evaluation:** | | | | | |

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Ensure high quality learning and teaching experiences, robust assessment and an appropriate curriculum offer which continue to develop our learners to achieve their full potential** |
| Person(s) Responsible  Who will be leading the improvement? | **SLT / PT Curriculum / PT Pupil Support / All teaching staff** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 3, 5** | | **NIF Driver: 4,6** | | | |
| **NLC Priority:1, 2** | | **QI: 2.3, 3.2** | | | |
| **PEF Intervention: 4, 5, 7** | | **Developing in Faith/UNCRC: 2 / 3, 28, 29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  The recent pandemic has had an impact on learning, teaching and assessment and there is a need to ensure robust and consistent approaches across all areas of the curriculum. While we are pleased with our SQA performance in the 21-22 diet, we recognise that improvements can be made. | | | | | |
| **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**.  Time will be needed to ensure all task are undertaken | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Revamp Learning, Teaching and Assessment policy to provide a robust framework | * Establish a short life working group to update policy and develop staff leadership * Sharing good practice CLPL events in departments and across the school * Self-Evaluation activities should focus on consistency of approach to L&T * Develop learning and teaching ‘The Our Lady’s Way’ framework for display in all areas of the school | | * Policy produced and launched * Updated paperwork produced * Observation of L&T in line with Self-Eval calendar * Learner conversation feedback * Learning Walks * Data on QI machine * Parent survey results * Framework on display |  |  |
| Review and amend assessment materials ensuring that they are valid and reflect national standards leading to accurate tracking grades for all learners | * Departmental assessments, including prelims, revisited and updated as required in line with national standards * Departmental assessment calendar adjusted to complement whole school tracking and monitoring calendar * Use of components data, available in results machine, to analyse areas for improvement | | * Senior phase tracking data will ensure working grades are reflective of learner progress across all course components * Improved correlation of estimated grades and achieved grades * Updated departmental assessment calendars available for all teaching staff |  |  |
| Support all young people to achieve in S4:  95% 5+ SCQF Level 4  57% 5 + SCQF Level 5 | * All S4 learners with achieve SQA level 4 group award in Scottish Studies * All S4 leaners will achieve SQA N4 RE * Track individual pupils to identify learners at risk of not achieving | | * Analysis tracking report data to ensure learners are on track * SQA data to show progress |  |  |
| Support all young people to achieve in S5:  55% 3 + SCQF Level 6  25% 5 + SCQF Level 6 | * Track individual pupils to identify learners at risk of not achieving * Targeted data shared with departments after tracking periods * Relaunch study supports such as study weekend, Saturday School, Supported Study and Easter School | | * Analysis tracking report data to ensure learners are on track * SQA data to show progress * Attendance at opportunities |  |  |
| Support all young people to achieve in S6:  80% 1 + SCQF Level 6  60% 3 + SCQF Level 6  42% 5 + SCQF Level 6 | * Track individual pupils to identify learners at risk of not achieving | | * Analysis tracking report data to ensure learners are on track * SQA data to show progress |  |  |
| Further develop digital learning and teaching approaches across all areas of the curriculum and achieve Digital Schools Award | * Inhouse CLPL to share good practice in L&T * Continue to gather evidence for Digital Schools Award * Digital input across all areas of the curriculum | | * Observation of L&T in line with Self-Eval calendar * Achieving the award * Learner conversation feedback * Evidence of all pupils using Teams |  |  |
| **Final evaluation:** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Ensure that all young people are supported in their wellbeing and faith journey while preparing them for life, learning and work** |
| Person(s) Responsible  Who will be leading the improvement? | **HT, SLT, PTPS, PT SfL, PT Curriculum, PT Future Friday, HSPO and all teaching staff** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:1, 2, 4,** | | **NIF Driver: 2, 3** | | | |
| **NLC Priority: 3, 4, 5** | | **QI: 2.1. 2.4, 2.7, 3.1, 3.2, 3.3** | | | |
| **PEF Intervention: 6, 7, 10** | | **Developing in Faith/UNCRC: 2,6 / 3, 19, 28, 29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  As part of Covid recovery we recognise the need to continue to support all pupil wellbeing and development. Growing pupil faith is a fundamental part of our community and we appreciate that school is the main source of faith development for many of our young people. This is particularly true post pandemic. | | | | | |
| **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**.  **Time for staff to implement priorities and partnerships with outside agencies as appropriate** | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Embed Pupil Support staged intervention pathway procedures to provide support for young people and identify clear stages to request assistance | * Update Pupil Support calendar to ensure consistency and equity for all young people * Embed staged intervention pathway procedures developed a part of the Our Lady’s staged intervention pathway | | * Calendar is implemented and reviewed throughout the session * Completed documentation available on Pupil Support Staff Share for appropriate staff |  |  |
| Learners will benefit from clear and effective planning to meet their needs using revamped SfL database | * SFL database refined to aid staff in identifying and supporting pupils with Additional Support Needs | | * Staff feedback regarding ease of access, quality of information given and effectiveness of strategies |  |  |
| Continue to support the health and wellbeing of all young people in our school community | * Embed the Mental Health Ambassadors/Kindness Ambassador programme and extend use of ‘Katy’s Corner’ * All S2 pupils to benefit from MVP lesson * All BGE pupils to have a MHA lesson delivered by MH Ambassadors * Develop support programme offered to pupils in a group setting * Relaunch all HSPO groups to support vulnerable * Prevention and Intervention talks delivered by Police Scotland on a variety of topics for all BGE pupils | | * Feedback from pupils around all interventions and participation data |  |  |
| Support young people to achieve an average of 90% attendance by Dec 22 | * Launch of HSPO ‘get Involved’ Group to target young people at risk of missing out on education * Continue to make referral to alternative pathways such as NLC Pathways Programme and Right Track for young people to engage with education * Engagement with cluster planning for ‘Children Wellbeing Meetings’ to ensure appropriate support for individual pupils | | * Improved school attendance for targeted group and feedback from young people on the group’s effectiveness * Feedback from partners re pupil engagement and progress * Improved attendance and engagement with learning |  |  |
| Continue development of IDL projects in the BGE | * Expand the IDL programme in BGE to build on programme from last session and enhance experience for our young people | | * Regular meetings of IDL working group * Extended programme implemented |  |  |
| Further development of Future Friday Programme | * Continue to identify opportunities to enhance the Future Friday offering, including NLC input, to ensure that all young people have access to relevant wider achievement opportunities | | * Pupil participation data * New activities on offer this session |  |  |
| Continue to widen access for all learners to DYW programme to develop skills for life, learning and work | * Continue to identify and implement opportunities which support the DYW agenda * Re-introduce Further/Higher education fair | | * Pupil participation data and feedback from opportunities |  |  |
| Use of Praise System to recognise positive behaviour | * Embed updated Positive Praise System for S1 & S2 | | * Termly Assemblies to share praise data for each house * Communicate with parents/carers around the praise system |  |  |
| Widen the Celebrating Success agenda to include more learners | * Recognise the achievements of individuals in particular subjects in senior phase * Revamp the BGE Awards system for the June ceremony | | * Awards data will demonstrate an increased number of learners being recognised |  |  |
| Achieve Rights Respecting School Silver Award | * Continue to work towards RRS Silver Award * Creation of Pupil Parliament * Video for all to launch silver award * Information sharing assemblies * RRS group attend Parent Council to share information * RRS group meets regularly * Launch of Right of the Month * Celebration of World Children’s Day * Principles of UNCRC (2 U’s 3I’s) to be visible around the school * RRS group to deliver staff twilight * Rights lesson to be delivered in S1/2 Health & Wellbeing lessons * Continue to highlight UNCRC articles within activities across departments and wider school, including HSPO/SfL | | * Progress made with silver RRS plan * Minutes from the Parliament * Video shared with all staff/pupils/parents * PC minutes * Minutes of RRS group * Visible resources around the building * Twilight sessions to take place for staff * Lessons delivered to appropriate classes |  |  |
| Reduce Cost of the School Day for all pupils | * Promote pre-loved uniform service * Increase the number of ‘Take what you need’ trolleys * Support families to ensure that all young people are included in every opportunity regardless of circumstances | | * Uptake of service and all young people wearing uniform * Pupil awareness of ‘Take What You Need Trollies’ increases and usage increases * EMA numbers increase * All young people attending events |  |  |
| Provide further opportunities for staff to develop their own faith journey to support our young people | * Introduction of Cluster Prayer event for all cluster staff * Continue with staff working groups to support faith life of the school | | * Attendance at event and feedback * Membership of groups |  |  |
| Provide further opportunities for our young people to develop their own faith journey | * Further strengthen relationship with local community groups e.g. Cumbernauld Resilience, Baby Bank etc and Parishes * Re-introduce retreat programmes for our young people | | * Contributions made to local charities to support our local community during Advent and Lent * Pupil and staff feedback from programmes |  |  |
| Further support Caritas students to achieve their award | * Caritas students support S1 Prayer Services * Promote opportunities for Caritas students to support staff faith journey | | * All S1 students attend a prayer service in the school Oratory * All S6 Caritas Students achieve their award |  |  |
| Further embed Laudato Si’ Schools Programme | * Embed the working group to lead ecological education across the school in line with the Laudato Si programme | | * Minutes from working group |  |  |
| **Final evaluation:** | | | | | |

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| Priority 3: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Strengthen commitment to consistent self-evaluation processes to support school improvement and improve attainment for all leaners** |
| Person(s) Responsible  Who will be leading the improvement? | **HT, SLT, PTPS, PT SfL, PT Curriculum, PT Future Friday, HSPO and all teaching staff** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 3, 5** | | **NIF Driver: 1, 2, 5, 6** | | | |
| **NLC Priority:2** | | **QI: 1.1, 1.2, 1.3, 2.3, 3.2** | | | |
| **PEF Intervention: 5, 7, 11** | | **Developing in Faith/UNCRC: 2, 6 / 28, 29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  There is a need to ensure robust and consistent approaches across all areas of the curriculum. We will refocus our self-evaluation calendar to ensure that consistent practice is taking place across all areas of the curriculum | | | | | |
| **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** | **EVALUATION CHECKPOINT 2** |
| What will be the benefit for learners (be specific) | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers? | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Learners experience consistently high quality learning and teaching across the senior phase | * Refocused Whole School Self – Evaluation Calendar in line with HIGIOs 4 * Seek views from young people in learner conversations * Senior Phase focused improvement conversations with learner feedback in January in line with calendar * Seek parental engagement in the process using surveys | | * Evidence of departmental engagement with the calendar * Departmental feedback from learner conversations * Evidence of self-evaluation in QI Machine * Parental survey responses |  |  |
| Analyse component data for all SQA courses to develop support strategies and resources to meet the needs of all learners | * Attainment reviews with PT/DHT/HT to discuss areas of good practice and improvement * Departments to use component data to amend/develop resources/course plans as appropriate * Departmental targets set to ensure improvements in data | | * Attainment reviews after prelim diet to discuss progress * SQA data to demonstrate progress * SQA exam results |  |  |
| Learners experience consistently high quality learning and teaching across the BGE | * Refocused Whole School Self – Evaluation Calendar in line with HIGIOs 4 * Seek views from young people in learner conversations * Seek parental engagement in the process using surveys * An updated approach, in line with NLC, across the progress and achievement portal | | * Evidence of departmental engagement with the calendar * Departmental feedback from learner conversations * Parental survey responses * BGE reporting is more robust and in line with NLC * QI machine data available for QI 2.3 planning, tracking and monitoring |  |  |
| Ensure Assessment and Moderation practices are embedded in all areas of the school | * Update departmental assessment and moderation policy * Evidence of departmental participation in related activities * Every department/faculty has a link in another establishment to share good practice and moderate resources/assessments | | * Departmental policy and moderation activities sampled throughout the year by link DHT * Details of link establishments shared with link DHT and evidence of activities that have taken place |  |  |
| Further analysis of SNSA and ACEL data to implement appropriate interventions and to support achievement in literacy and numeracy | * Review timing of SNSA assessments in discussion with PT English & Maths * Use of Cluster Support Teacher to offer targeted interventions in numeracy and literacy for identified young people * Use SNSA data to inform option choices for learners | | * SNSA data shared with departments to support option choices * Increase in baseline data to demonstrate improvement |  |  |
| Enhance Literacy and Numeracy experiences across the school with the support of English and Maths Departments | * Continue with primary/secondary assessment and moderation transition support for literacy with the English Dept * Develop numeracy transition programme with Maths Department including maths box training * Issue Literacy Learning Statement to all staff * Update Numeracy learning Statement for all staff | | * Attendance and feedback at twilight sessions * Maths staff working with primary staff to support numeracy and attendance at Inservice * Statements inform practice across the school |  |  |
| **Final evaluation:** | | | | | |

**nOrth Lanarkshire Council**

**PEF ALLOCATION: £53,900**

**SAC RESOURCE:**

**Education & FAMILIES**

**EQUITY PLAN 2022-23**

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| **Rationale for EQUITY plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression |
| Priority 4 Targeted Approaches to Literacy & Numeracy  Priority 3 Promoting Healthy Lifestyles | £17,200 (Approx)  £2000  £3000  £20,000 | (0.5FTE) NLC Teaching Match Funding  Various resources to support numeracy including MALT tests, Level 2 textbooks and sumdog  To support new literacy zone within the English Department to make the space more accessible for learners  Breakfast Club, Future Friday Snacks and ‘Take What you Need’ Trolleys | Member of teaching staff will be used to support literacy initiatives in the school and work with vulnerable pupils on Art & Design projects  No young person will be hungry in the morning or during Future Friday. Young people will have access to toiletries, stationary, food, underwear, unform items etc and they will be readily and discreetly available | Baseline Data and improvements in reading  Breakfast club and trolleys are well utilised by anyone who needs them |

**EQUITY CHECKPOINT 1: JANUARY 2023**

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| **Priority** | **What is going well? (Impact)** | **How do you know?**(**Evidence**) | **Describe any changes you have made/will make to your Equity plan** | **Support required? Next steps** |
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**EQUITY CHECKPOINT 2: MAY 2023**

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| **Priority** | **What is going well? (Impact)** | **How do you know?**(**Evidence**) | **Describe any changes you have made/will make to your Equity plan** | **Support required? Next steps** |
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Appendix 1:

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

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| **UNCRC** | **HGIOS 4 & HGIOELCC** | **National Improvement Framework: priorities and drivers** |
| Article 1 - definition of the child  Article 2 - non-discrimination  Article 3 - best interests of the child  Article 4 - implementation of the Convention  Article 5 - parental guidance and child's evolving capacities  Article 6 - life, survival and development  Article 7 - birth registration, name, nationality, care  Article 8 - protection and preservation of identity  Article 9 - separation from parents  Article 10 - family reunification  Article 11 - abduction and non-return of children  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  Article 19 - protection from violence, abuse and neglect  Article 20 - children unable to live with their family  Article 21 – adoption  Article 22 - refugee children  Article 23 - children with a disability  Article 24 - health and health services  Article 25 - review of treatment in care  Article 26 - social security  Article 27 - adequate standard of living  Article 28 - right to education  Article 29 - goals of education  Article 30 - children from minority or indigenous groups  Article 31 - leisure, play and culture  Article 32 - child labour  Article 33 - drug abuse  Article 34 -sexual exploitation  Article 35 - abduction, sale and trafficking  Article 36 - other forms of exploitation  Article 37 - inhumane treatment and detention  Article 38 - war and armed conflicts  Article 39 - recovery from trauma and reintegration  Article 40 - juvenile justice  Article 41 - respect for higher national standards  Article 42 - knowledge of rights | 1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  1.4: Leadership and management of staff  1.5: Management of resources to promote equity  2.1: Safeguarding and child protection  2.2: Curriculum  2.3: Learning teaching and assessment  2.4: Personalised support  2.5: Family learning  2.6: Transitions  2.7: Partnerships  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability  Specific to HGIOELC  3.2: Securing children’s progress  3.3: Developing creativity and skills for life | NIF Priorities   1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people’s health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy.   **NIF Drivers**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information |
| **PEF INTERVENTIONS**   1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact |
| **Education and Families Priorities**   1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups |
| **Developing In Faith**  ***Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.*** | | |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life  2. Developing as a community of faith and learning  3. Promoting Gospel Values  4. Celebrating and Worshiping  6. Serving the common good. | | |