

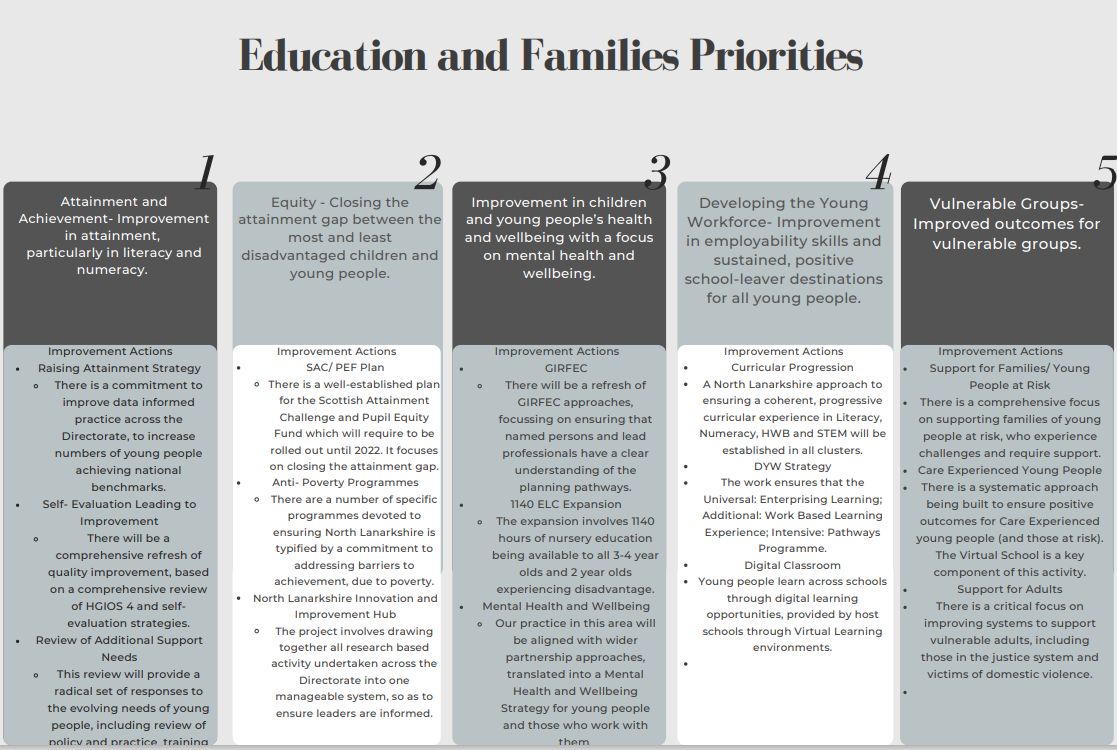
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2022-23**

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| **School:** | Our Lady and St Francis Primary School |
| **Cluster:** | Taylor High School |

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| Improvement Plan Summary | |
| Cluster Priority: | **Improved wellbeing and learning outcomes for learners by developing our inclusive practice in line with national GIRFEC principles and practice as identified by better identification of needs and interventions.** |
| School Priority 1: | **To meet the needs of our learners by establishing a robust tracking and monitoring system and improving GIRFEC processes in place by June 2023.** |
| School Priority 2: | **Further improve and support the mental, social and emotional of our learners by implanting a shared vision and approach to health and wellbeing by June 2023.** |
| School Priority 3: | **To enhance the curriculum on offer to ensure all children have opportunities to develop knowledge, skills and attributes required to adapt and flourish by focusing on Curriculum Principles, contexts and capacities by June 2023.** |
| Nursery Class Priority: | **Strengthen approaches to self-evaluation and the monitoring, tracking and analysis of data across the nursery. Use these to inform appropriate interventions and priorities for to ensure better outcomes for children.** |

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**School Vision and Values**

We consulted with staff, pupils and parents to create our collective vision and values at Our Lady and St. Francis Primary School. This was then made into an animation that is ‘pinned’ to the top of our Twitter feed. It can be viewed here:

<https://www.youtube.com/watch?v=_3XwKJWu3vw&rel=0>

It finishes by stating:

***‘But the most important thing for all of us are……. our wee people!’***

**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)**

Our school uses a variety of approaches to communicate and engage parents, including letters, emails, texts, tweets, curriculum workshops, parents’ reporting sessions, self-evaluation questionnaires, survey monkey and Sacramental workshops. We have also introduced a weekly blog that summarises the previous week and alerts parents to events the following week.

In our HMIe inspection it was noted that the school ‘has developed very positive relationships with parents.’ It was further noted that ‘approaches to communication are very good.’

Parents are consulted regarding the enhancement of policies and procedures, most recently ICT, AIP and homework. Parents, and indeed all stakeholders, were consulted regarding our school vision.

As restrictions are removed we are increasing opportunities for parents to support children’s learning.

Our school follows North Lanarkshire policies in relation to equity and inclusion.

We have a regular grandparent gardener, who works with teachers and pupils in our school garden, growing plants, flowers and vegetables.

Parents’ expertise is regularly called upon to enhance children’s learning experiences, including the World of Work Day etc.

We have an open door policy and a clear complaints procedure.

We foster strong school, parish and community links. This is further promoted by participation in the Pope Francis Faith Award, coffee mornings, open days and attending community events. In the past year, where we couldn’t meet as a faith community, we came together online or outdoors to celebrate our faith together.

We have a very active Parent Council, who meet regularly to contribute to school decision making.

Parents regularly assist with school excursions and whole school events, i.e. Outdoor Learning Day, Sports’ Day etc.

Our reporting format is streamlined and personal to pupils, and identifies strengths and next steps in their learning and areas where parents can help their child.

Our school promotes a nurturing ethos where positive relationships are promoted at every level. Relationships across the school are very positive.

Children are confident, respectful, articulate, eager to learn and proud of their school.

Children’s achievements are recognised and promoted through twitter, weekly assemblies and our ‘Good Work Wall.’

A range of resources, including ICT, are used to engage and motivate children. Many of our pupils benefited from the council device deployment and for those who did not qualify, the school ensured they had all the tools required to support online learning.

We have forged strong, positive links with partner agencies, including Educational Psychology, to ensure best outcomes for our young people.

A range of leadership opportunities are provided to engage and motivate children including playground leaders, buddying and participation in the Pope Francis Faith Award.

Children are involved in the self-evaluation for improvement process within our school and are consulted once a month through the ‘Big Question’ regarding school matters. We also have a children’s school improvement plan to ensure all the children contribute to the school’s positive development.

Furthermore, many pupils are part of a Pupil Voice group, i.e. Eco, Fairtrade etc. and meet regularly with nominated staff members.

Staff confidence continues to increase in both the use of data, and in making professional judgements regarding achievement of levels.

Staff are increasingly using SIMD data and transition documentation to ensure continuity of learning for all pupils.

**2022-23 Improvement Plan**

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| Cluster Priority : Long Term Outcome  What do you hope to achieve? What is going ot change? For whom? By how much? By When? | | **Improved wellbeing and learning outcomes for learners by developing our inclusive practice in line with national GIRFEC principles and practice as identified by better identification of needs and interventions.** |
| Person(s) Responsible  Who will be leading the improvement? | **Al cluster heads** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 2 / 3** | | **NIF Driver: 1 / 2 / 3 / 4 / 5 / 6** | | | |
| **NLC Priority: 2 / 3** | | **QI: 2.1 / 2.4 / 3.1 /** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC: 2 / 6 / 12 / 29 // DIF – 2 / 3 / 6** | | | |
| 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 our review of recovery initiatives and an evaluation of feedback from all Cluster HTs and Local Authority partners (Ed Psych / CIIL), it is evident that there is a significant need to improve the consistency of understanding and practice related to the identification of need in line with GIRFEC practice and principles. Work should be undertaken to improve staff knowledge, understanding and practice in a common approach to wellbeing assessment and planning (GirfME). | | | | | |
| **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 will have an increased understanding and experience of the wellbeing indicators. | Undertake baseline and progress surveys with staff/pupil/parent to identify current knowledge and understanding of GIRFEC and wellbeing indicators  Identify areas of strength and areas of required professional learning related to GIRFEC  Increase use of GIRFEC language in learning and teaching  Extend social and emotional learning experiences for learners  All staff undertake CLPL activity to improve knowledge, understanding and practice related to GIRFEC and the wellbeing indicators, including opportunities to share practice | | Evaluation of pre/post survey  Identification and exemplification of interesting practice across the cluster  QA activities and evidence (e.g. moderation of plans; learning visit data etc)  Learning plans and evaluations (for social and emotional learning)  Evaluation of CLPL activities |  |  |
| Learners’ needs are identified and assessed consistently across the Cluster. | CLPL planned and delivered related to the use of tools for assessment and planning (e.g. resilience toolkit; NP Model; Outcome Star)  Common approach implemented across all establishments to profiling wellbeing needs and interventions for P7  Moderation of GIRFME plans and process | | CLPL evaluations  Evaluation of moderation of GIRFME plans to identify best practice for sharing  Review and evaluation of transition approach and common data-sharing for P7 |  |  |
| Identified pupils’ needs will be met through implementation of improvement interventions | Development of a cluster partners, agencies and interventions within all establishments and core partners such as Ed Psych and CIIL (from class to authority level)  Identify creative opportunities for funding or intervention | | Menu of interventions created  Cluster directory  Cluster moderation and meeting minutes to identify approaches and interventions |  |  |
| Improved attendance across the cluster by 2% by June 2023 | Standing agenda item to review monthly data and interventions  Sharing practice for tracking and improving attendance  Cluster review of most at-risk pupils/families across the cluster  Explore cluster approaches to supporting engagement and attendance  Deployment of newly appointed Family Liaison Officer (FLO) to targeted familes/pupils | | Collated cluster data  Analysis and evaluation  Effective practice identified  FLO reports  Referral to and impact of Cluster Wellbeing Hub |  |  |
| Reduce exclusion rate across the cluster | Standing agenda item to review monthly data and interventions  Sharing practice for tracking and improving attendance  Cluster review of most at-risk pupils/families across the cluster  Explore cluster approaches to supporting inclusion and engagement (non-exclusion)  Deployment of newly appointed FLO to targeted families/pupils | | Collated cluster data  Analysis and evaluation  Effective practice identified  FLO reports  Referral to and impact of Cluster Wellbeing Hub |  |  |
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| **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? | | **To meet the needs of our learners by establishing a robust tracking and monitoring system and improving GIRFEC processes in place by June 2023.** |
| Person(s) Responsible  Who will be leading the improvement? | **Claire Semple – AHT**  **Kathryn Mushet - APT** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2, 3** | | **NIF Driver: 1, 2, 3, 4, 5, 6** | | | |
| **NLC Priority: 1, 2, 5** | | **QI: 1.5, 2.4, 3.1, 3.2** | | | |
| **PEF Intervention:1, 2, 5, 6, 7, 9, 12** | | **Developing in Faith/UNCRC: 1, 2, 5 – Article 12 and 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?  Whilst implementing our Pupil Learning Journal folders during the previous academic session, it became clear that paperwork was somewhat inconsistent and regular assessments could be more consistent. Work will have to be completed around this to ensure sound systems are in place to meet the needs of learners. | | | | | |
| **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) |  |  |
| **All learners identified as requiring additional support will receive appropriate intervention that will improve attainment and achievement. Interventions will be tacked, monitored and analysed on an individual basis to ensure clear understanding of each child’s needs.** | Implement Sunnybank as a universal offer for all P1 pupils.  Continue to train staff in Sunnybank and associated SALT interventions.  EAL pack created to be used initially by the class teacher, with potential to include in wider SfL plan.  Standard pre/post assessment information to be gathered more robustly and consistently (i.e Maths Profiling/YARC/PhAB/Boxall/What I think tool/Single Agency Assessment/Outcome Star)  School Leaders to revise SfL policy, in conjunction with CIIL, staff, parents and pupils.  Staff involved in gathering data in line with GIRFEC National Practice Model.  Staff training in National Practice Model and their role within that.  School leaders to create intervention descriptors to increase parental understanding.  All information collated and kept in Pupil Learning Journals.  SfL spreadsheet populated and analysed.  SfL groups identified and plan created support needs. | | Pre/post assessment  Engagement observations throughout interventions  Teacher feedback  Literacy assessments in P1 class.  Parent/pupil feedback  CLPL Feedback  SfL Feedback  Monitor assessment data |  |  |
| **All children who require intensive support will be supported by using the Resilience Planning Toolkit, giving a more comprehensive understanding of their needs and barriers to learning.** | Wellbeing Assessment and What I think Tool to be carried out by the class teacher to determine suitability of the RPT.  Class teacher to be supported by SLT to use the RPT.  Planning to reflect the outcomes of the RPT. | | RPT Paperwork  GIRFMe evaluations  Observations  Analysis of data |  |  |
| **All classes to participate in regular target setting** | Working party will create a standard template to record and evaluate targets  Training session for staff to support children to identify targets. | | Weekly monitoring of class targets  Learning conversations with children to discuss targets  Children confident in identifying and evaluating targets.  Analysis and evaluation |  |  |
| **Revisit the GIRFEC Policies in the school to improve processes which lead to timely and effective intervention for learners.** | Standard pre/post assessment information to be gathered more robustly and consistently (i.e Maths Profiling/YARC/PhAB/Boxall/What I think tool/Single Agency Assessment/Outcome Star)  School Leaders to gather feedback from CIIL, staff, parents and pupils in regards to GIRFEC Policy  Staff involved in gathering data in line with GIRFEC National Practice Model. | | Pre/post assessments  Feedback from CIIL  Analysis of data  GIRFMe evaluations |  |  |
| **Improved attendance by 2% by June 2023** | AHT to review monthly data and interventions  Sharing practice for tracking and improving attendance  Cluster review of most at-risk pupils/families across the cluster  Explore cluster approaches to supporting engagement and attendance  Deployment of newly appointed Family Liaison Officer (FLO) to targeted families/pupils | | Collated data  Analysis and evaluation  Effective practice identified  FLO reports  Referral to and impact of Cluster Wellbeing Hub |  |  |
| **Final evaluation:** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going ot change? For whom? By how much? By When? | | **Further improve and support the mental, social and emotional of our learners by implementing a shared vision and approach to health and wellbeing by June 2023.** |
| Person(s) Responsible  Who will be leading the improvement? | **AHT – Claire Semple**  **ADHT – Katie Loughran**  **APT – Chris Maxwell** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 3** | | **NIF Driver: 1, 2, 3, 4** | | | |
| **NLC Priority: 3, 5** | | **QI: 1.3, 2.7, 3.1** | | | |
| **PEF Intervention: 2, 3, 12** | | **Developing in Faith/UNCRC: 2, 3, 5 – Article 12 and 24** | | | |
| 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 school has been without a permanent HT for several years and due to a significant amount of changes surrounding COVID and restrictions we felt that the school should revisit its Visions, Aims and Values to unite our community and establish our vision for moving forward. | | | | | |
| **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**.  Emotionworks - £1250 for 3 years (paid through last years’ PEF) | | | | | |
| **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) |  |  |
| All learners will be introduced to the Emotionworks Programme to develop a shared language and understanding of mental health. | Staff training to continue to introduce further cogs from Emotionworks. | | Emotionworks assessments  Monitor class lessons  Professional dialogue |  |  |
| **To refresh our school policy on meeting our learners’ needs and building relationships, to ensure our school community is clear about our aims and our learners benefit from a shared understanding.** | Gather views from all stakeholders and include this in school policy.  Educational Psychology to deliver staff training on Nurture Principles which will be included in school policy. | | Parent/staff/pupil survey  Monitor responses and levels of engagement  Shared language in policy |  |  |
| **To revisit our Visions, Aims and Values as a school community to drive forward school improvement together.** | Deliver staff training on ‘What matters to you?’  Family engagement evening to introduce Vision, Aims and Values to our community.  Analyse responses and collate information to form a shared vision. | | Collation of data  Analysed data |  |  |
| **To achieve our Silver RRS Award and to ensure all children have a clear awareness of their rights.** | Include UNCRC in all assemblies.  Celebrate 2 RRS days per year.  Collate evidence from across the school to submit final application for Silver status. | | Assembly overview monitored  High quality learning and teaching evidenced |  |  |
| **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? | | **To enhance the curriculum on offer to ensure all children have opportunities to develop knowledge, skills and attributes required to adapt and flourish by focusing on Curriculum Principles, contexts and capacities by June 2023.** |
| Person(s) Responsible  Who will be leading the improvement? | **AHT – Claire Semple**  **CT – Oonagh Taggart** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2** | | **NIF Driver: 1, 2, 4, 5, 6** | | | |
| **NLC Priority: 1, 2** | | **QI: 1.2, 2.2, 2.3, 3.2** | | | |
| **PEF Intervention: 1, 4, 5, 11** | | **Developing in Faith/UNCRC: 3, 5, - Article 28 and 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?  Staff have received information sessions regarding the Curriculum Refresh, however this has never been fully developed by embedding it at a whole school planning level. | | | | | |
| **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) |  |  |
| **To refresh our IDL curriculum, bringing together disciplines through a coherent programme/approach which encourages creativity, versatile thinking and transferable skills in our learners.** | To consider the 4 contexts of learning and evidence these through our IDL offering.  To develop a whole school approach to IDL.  To gather the views of all stakeholders. | | Monitor plans that reflect the refreshed narrative.  Questionnaire to gather and analyse views of stakeholders. |  |  |
| **To refresh our Curriculum Rationale to ensure our school community is clear on our aims and our learners benefit from a shared understanding.** | Staff training on Curriculum Rationale  To realise the collective Curriculum Rationale and embed this through the school.  To share our curriculum with our stakeholders. | | Pre/post assessment  Questionnaires and feedback on implementation. |  |  |
| **To refresh areas of the curriculum to ensure our learners are benefiting from relevant, appropriate and modern pathways.** | To audit our curricular areas and adapt resources and planners where appropriate.  To consider the 4 contexts of learning and evidence these across our curriculum. | | Audit resources, curriculum toolkit from Education Scotland |  |  |
| **To revisit staff training on achievement of a level to have a clear understanding of our learners potential.** | Consistent use of benchmarks when assessing achievement of a level.  Staff training on benchmarks.  Moderated activities as a staff to ensure we have consistent expectations and approaches. | | Monitoring practice  Professional dialogue |  |  |
| **Final evaluation:** | | | | | |

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| Nursery Priority: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Strengthen approaches to self-evaluation and the monitoring, tracking and analysis of data across the nursery. Use these to inform appropriate interventions and priorities for to ensure better outcomes for children.** |
| Person(s) Responsible  Who will be leading the improvement? | **AHT – Claire Semple**  **PL - Breda Black**  **PL – Kirsty Milligan** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 2, 3** | | **NIF Driver: 1, 3, 4, 5, 6** | | | |
| **NLC Priority: 2, 3, 5** | | **QI: 1.1, 1.3, 2.7, 3.1** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC: Article 3 and 17** | | | |
| 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 nursery staff have changed significantly since the 1140 expansion and through the pandemic. Reflective work is required to ensure consistent and meaningful self-evaluation is practiced by all practitioners and to ensure all stakeholders are included. | | | | | |
| **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) |  |  |
| **To create an improvement calendar that encourages self-evaluations at all levels.** | AHT to establish an improvement calendar  AHT to monitor the reflective practice in the nursery.  PL to provide additional staff training | | Monitoring implementation  Professional dialogue |  |  |
| **To highlight and build on current good practice using the self-evaluation floor book, to ensure high quality interactions and experiences for children.** | Staff to contribute to self-evaluation floorbook  Staff to include specific champion roles in self-evaluation floorbook  Staff to be given opportunities to share their practice and shadow one another | | Self-evaluation Floorbook  Monitoring inputs  Professional dialogue |  |  |
| **To involve the children in self-evaluation, giving our learners ownership over their learning and goals.** | Children’s voice to be visible in the nursery  Practitioners to engage children in self-evaluation discussions and act on ideas/opinions | | Children’s voice recorded in self-evaluation floorbook |  |  |
| **Almost all parents will feel consulted and informed about progress in the nursery leading to meaningful improvement.** | Practitioners to gather feedback from families  Feedback from families to be collated in self-evaluation floorbook  Families notified of changes/iprovments as a direct result of feedback | | Pre/post questionnaires  Self-evaluation floorbook |  |  |
| **To enhance the reflective practice of practitioners to ensure better outcomes for children** | Build on existing good practice of using Realising the Ambition to reflect on our curriculum offering.  Staff training on reflective practice techniques | | Pre/post questionnaires for staff training  Professional dialogue |  |  |
| **Final evaluation:** | | | | | |

**nOrth Lanarkshire Council**

**PEF ALLOCATION: £45325**

**SAC RESOURCE: NA**

**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 |
| **Link to priorities 1 and 2 and cluster improvement priority.** |  | **0.2 towards probationer**  **0.5 towards match funded NQT**  **0.7 towards match funded NQT**  **Acting PT through PEF** | By funding additional staff members the school can run a more consistent and varied Support for Learning timetable. SfL be targeted at various groups of children, including those affected by the poverty related attainment gap, our more vulnerable pupils and those who have a barrier to learning. We will implement various interventions which will be closely tracked and monitored, using a newly developed T&M Spreadsheet and by regular assessment. Interventions will include literacy, numeracy and health and wellbeing. Our Acting PT will gather assessment data, which will be analysed at SLT level, as in line with the GIRFEC Nation Practice Model. | Pre/post assessments  Timely feedback  Analysis of data and matrix |

**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. | | |