

Driving Equity and Excellence

Improvement Action Plans Session 2024-25

School:	Rochsolloch Primary School
Cluster:	Airdrie Academy
Head Teacher:	Mark Wilson

Improvement Plan Summary		
Cluster Priority:		
School Priority 1:	Increase attainment in Writing across P1-P7 by 2% (from 78.4% to 80.4%) by June 2025.	
School Priority 2:	Through Play and Enquiry, most children will demonstrate increased levels of creativity and curiosity by March 2025.	
Nursery Class Priority:	The majority of children's experiences will reflect children's voice by March 2025.	

Education and Families Priorities Equity - Closing the Developing the Young Vulnerable Groups attainment gap between the and young people's health and wellbeing with a focus Workforce-Improvement Improved outcomes for in attainment, particularly in literacy and most and least in employability skills and . vulnerable groups. disadvantaged children and sustained, positive young people. school-leaver destinations for all young people. Improvement Actions ng Attainment Strategy Curricular Progression A North Lanarkshire approach to SAC/ PEF Plan GIRFEC ort for Families/ Young There will be a refresh of There is a commitment to People at Risk There is a comprehensive focus on supporting families of young improve data informed for the Scottish Attainment GIRFEC approaches ensuring a coherent, progressive Challenge and Pupil Equity Fund which will require to be curricular experience in Literacy, Numeracy, HWB and STEM will be focussing on ensuring that practice across the people at risk, who experience challenges and require support Directorate, to increase named persons and lead numbers of young people rolled out until 2022. It focuses established in all clusters. DYW Strategy The work ensures that the n closing the attainment gap. achieving national benchmarks. understanding of the Care Experienced Young People Anti- Poverty Programmes There are a number of specific programmes devoted to Universal: Enterprising Learning; Additional: Work Based Learning Self- Evaluation Leading to 1140 ELC Expansion being built to ensure positive The expansion involves 1140 hours of nursery education Improvement There will be a outcomes for Care Experienc ensuring North Lanarkshire is Experience; Intensive: Pathways young people (and those at risk). Programme. Digital Classroom being available to all 3-4 year The Virtual School is a key comprehensive refresh of addressing barriers to component of this activity. quality improvement, based olds and 2 year olds achievement, due to poverty · Young people learn across schools on a comprehensive review of HGIOS 4 and selfexperiencing disadvantage. Mental Health and Wellbeing Support for Adults North Lanarkshire Innovation and through digital learning There is a critical focus on opportunities, provided by host Improvement Hub evaluation strategies. Our practice in this area will improving systems to support The project involves drawing together all research based schools through Virtual Learning environments. Needs partnership approaches. those in the justice system and activity undertaken across the This review will provide a Directorate into one manageable system, so as to radical set of responses to Health and Wellbeing the evolving needs of young people, including review of ensure leaders are informed. and those who work with

School Vision and Values

Vision

Everyone achieves their potential.

<u>Values</u>

Respect Achievement Happiness

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)

Survey data and focus group data from children (April 2023/May 2024) informed this plan, as well as a parental survey (May 24).

2024-25 Improvement Plan

Cluster Priority: Long What do you hope to a whom? By how much?	chieve? What is going to change?	? For				
Person(s) Responsible						
	se insert the relevant information below using the codes above)					
NIF Priority:		NIF Driver:				
NLC Priority:		QI:	AI:			
PEF Intervention:	1	Developing in Faith/UNCRC:				
If you used any aspect		priority; please detail the expenditure he	ere:			
RATIONALE (WHY?)	Why have you identified this as a priority? \	What data did you have to support this?				
Resources: Please include targets.	de costs and, where relevant, state where c	cost is being met from, specifically if using PEF.	Please denote PEF/or colour code if pre	ferred, to indicate where PEF spend aligns with		
EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HO		EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)		
What will be the benefit for learners (be specific)?	What are you going to do to make the cha What key actions are required? Consider to the NIF Drivers.					
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?

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

Increase attainment in Writing across P1-P7 by 2% (from 78.4% to 80.4%) by June 2025.

All Teaching Staff

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

NIF Priority: 5

NIF Driver: 2, 4

NLC Priority: 1

QI: 2.2, 2.3

PEF Intervention: 4

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?

Writing attainment has improved year on year for the last 3 years but is the aspect of literacy with the lowest attainment. This priority continues our journey to develop approaches to writing that began last session following pupil and staff surveys on enjoyment and engagement. Three classes have piloted approaches using Talk for Writing resources with very positive initial feedback from staff and pupils.

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.

£1000 Teacher CLPL (PEF)

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

Most learners will demonstrate improved quality of narrative writing.	 Follow the Talk for Writing process to assess and plan for children's next steps. Moderate Hot writing examples against Benchmarks within stages and across levels. 	 Comparison between Cold and Hot writing example with reference to the Talk for Writing checklist. TPJ.
Most learners will describe writing as more enjoyable.		 Pupil enjoyment survey with pupils new to Talk for Writing in August 24. (Aug 24/Apr25)
All staff feel more confident in judging learners' progress in Writing.		Staff survey (Mar 25 - How did you feel before? How do you feel now?)
Final evaluation:		

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When? Through Play and Enquiry, most children will demonstrate increased levels of creativity and curiosity by March 2025.

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

All teaching staff

(Please insert the relevant information below using the codes above)	
NIF Driver: 4	
QI: 2.3	
Developing in Faith/UNCRC: 29, 13	

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?

Our pupils, parents and staff identified meta-skills and Developing the Young Workforce as important drivers so therefore these were included in our refreshed curriculum rationale. As part of our play/enquiry-based learning journey, our next step is to look at the specific skills within the Meta-Skills Framework from Skills Development Scotland. A focus on creativity was highlighted as a next step in our self-evaluation of Quality Indicator 1.3. Developing observation as assessment and involving learners more in planning and evaluating learning was highlighted as part of self-evaluation of Quality Indicator 2.3.

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Most children know what creativity and curiosity is.	Assembly information.Class teaching.	Pre/post quiz		
All children have the opportunity to express their thoughts and opinions to improve their experiences.	Weekly Feedback Sessions in class.	Pupil Survey		

Children's experiences are reflective of observation data and pupil voice.	 Use of Meta-Skills progression framework Observation time allocated and format completed. Monitoring of 'Learning Journal' content on Book Creator App. 	 Pre/post observation data Learning Journals 	
Final evaluation:			

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When? **Nursery Class**

The majority of children's experiences will reflect children's voice by March 2025.

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

All Staff

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? It was identified that a new planning cycle was required for ensuring children's voice is recorded and used to inform next steps in learning. This will lead to the creation of tracking and monitoring processes that will support more robust attainment information.

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

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Most children will have their views recorded in Floor Books and Learning Journals to inform next steps in planning.	Create Floor Books (FB) to document the learning journey: Record Actions, Emotions, Words. (AEW) Use AEW and children's views to select appropriate Experiences & Outcomes. Provide provocations. Record experiences in FB noting children's voice and adult response.	 FB created with sections for each part of the planning cycle. Learning Journals show evidence of children's views on their learning. Most children will have at least 1 recorded example in FB of adult responding to their voice. 		

PEF ALLOCATION: £34300

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.

		Please describe your planned use of SAC	Please indicate what evidence you are
		resource/PEF allocation and what you	going to collect to show impact and
£31928 ac re ga int	across all stages by June 2024 and educe the poverty-related attainment plan by 1% by providing targeted attenuent on the company of the comp	intend to achieve. 0.5FTE class teacher to provide additional small group support to identified learners. The aim is to increase the number of learners achieving in line with national expectations.	TPJ Pre/post assessments Specific numeracy assessment evidence (e.g., SEAL assessments/MALT)
1	E31928 a ro	Increase attainment in numeracy by 2% across all stages by June 2024 and reduce the poverty-related attainment gap by 1% by providing targeted intervention from a class teacher. Across P1-7 the poverty-related attainment gap in numeracy is 11.66% (down from 20.5% in 2023).	across all stages by June 2024 and reduce the poverty-related attainment gap by 1% by providing targeted intervention from a class teacher. Across P1-7 the poverty-related attainment gap in numeracy is 11.66% additional small group support to identified learners. The aim is to increase the number of learners achieving in line with national expectations.

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:

When considering your Cluster and School Improvement Prio UNCRC	HGIOS 4 & HGIOELCC	
UNCKC	INGIOS 4 & INGIOELUC	National Improvement Framework: priorities
Auticle A selections of the selected	4.4. Calf avaluation for salf improvement	and drivers
Article 1 - definition of the child	1.1: Self-evaluation for self-improvement	NIF Priorities
Article 2 - non-discrimination	1.2: Leadership for learning	1. Placing the human rights and needs of
Article 3 - best interests of the child	1.3: Leadership of change	every child and young person at the
Article 4 - implementation of the Convention	1.4: Leadership and management of staff	centre of education
Article 5 - parental guidance and child's evolving capacities	1.5: Management of resources to promote equity	2. Improvement in children and young
Article 6 - life, survival and development	2.1: Safeguarding and child protection	people's health and wellbeing;
Article 7 - birth registration, name, nationality, care	2.2: Curriculum	3. Closing the attainment gap between the
Article 8 - protection and preservation of identity	2.3: Learning teaching and assessment	9 .
Article 9 - separation from parents	2.4: Personalised support	most and least disadvantaged children
Article 10 - family reunification	2.5: Family learning	and young people;
Article 11 - abduction and non-return of children	2.6: Transitions	4. Improvement in skills and sustained,
Article 12 - respect for the views of the child	2.7: Partnerships	positive school leaver destinations for
Article 13 - freedom of expression	3.1: Ensuring wellbeing, equality and inclusion	all young people
Article 14 - freedom of thought, belief and religion Article 15 - freedom of association	3.2: Raising attainment and achievement	5. Improvement in attainment,
	3.3: Increasing creativity and employability Specific to HGIOELC	particularly in literacy and numeracy.
Article 16 - right to privacy Article 17 - access to information from the media	3.2: Securing children's progress	The state of the s
Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Drivers
Article 19 - protection from violence, abuse and neglect		1. School and ELC Leadership
Article 20 - children unable to live with their family	PEF INTERVENTIONS	2. Teacher and Practitioner
Article 21 – adoption	1. Early intervention and prevention	
Article 22 - refugee children	2. Social and emotional wellbeing	Professionalism
Article 23 - children with a disability	3. Promoting healthy lifestyles	3. Parent/Carer Involvement and
Article 24 - health and health services	4. Targeted approaches to literacy and numeracy	Engagement
Article 25 - review of treatment in care	5. Promoting a high quality learning experience	4. Curriculum and Assessment
Article 26 - social security	6. Differentiated support	5. School and ELC Improvement
Article 27 - adequate standard of living	7. Using evidence and data	6. Performance Information
Article 28 - right to education	8. Employability and skills development	
Article 29 - goals of education	9. Engaging beyond the school	
Article 30 - children from minority or indigenous groups		
Article 31 - leisure, play and culture	10. Partnership working	
Article 32 - child labour	11. Professional learning and leadership	
	12. Research and evaluation to monitor impact	

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	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 the	eir SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of
Scotland.	on and on to the themes contained within Beveloping in ratar, as requested by the Biologic Contention of
1. Honouring Jesus Christ as the Way, the Truth and the	e Life
2. Developing as a community of faith and learning	
3. Promoting Gospel Values	
4. Celebrating and Worshiping	
6. Serving the common good.	