



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



School Vision and Values

Vision

Everyone achieves their potential.

Values

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 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?

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

NIF Priority: _____ **NIF Driver:** _____

NLC Priority: _____ **QI:** _____

PEF Intervention: _____ **Developing in Faith/UNCRC:** _____

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?

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.**

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

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?	Increase attainment in Writing across P1-P7 by 2% (from 78.4% to 80.4%) by June 2025.
Person(s) Responsible Who will be leading the improvement?	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	Developing in Faith/UNCRC:
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)

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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>Most learners will demonstrate improved quality of narrative writing.</p> <p>Most learners will describe writing as more enjoyable.</p> <p>All staff feel more confident in judging learners' progress in Writing.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Comparison between Cold and Hot writing example with reference to the Talk for Writing checklist. • TPJ. • Pupil enjoyment survey with pupils new to Talk for Writing in August 24. (Aug 24/Apr25) • Staff survey (Mar 25 - How did you feel before? How do you feel now?) 		
<p>Final evaluation:</p>				

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 Priority: 4	NIF Driver: 4
NLC Priority: 4	QI: 2.3
PEF Intervention: 5, 8	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.**

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
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.	<ul style="list-style-type: none"> • Assembly information. • Class teaching. 	<ul style="list-style-type: none"> • Pre/post quiz 		
All children have the opportunity to express their thoughts and opinions to improve their experiences.	<ul style="list-style-type: none"> • Weekly Feedback Sessions in class. 	<ul style="list-style-type: none"> • Pupil Survey 		

Children's experiences are reflective of observation data and pupil voice.	<ul style="list-style-type: none"> • Use of Meta-Skills progression framework • Observation time allocated and format completed. • Monitoring of 'Learning Journal' content on Book Creator App. • 	<ul style="list-style-type: none"> • 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

(Please insert the relevant information below using the codes above)	
NIF Priority: 1	NIF Driver: 2, 4
NLC Priority: 3	QI:
PEF Intervention:	Developing in Faith/UNCRC: 12, 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 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.	<ul style="list-style-type: none"> • Create Floor Books (FB) to document the learning journey: <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 		
Final evaluation:				

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.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
<p style="text-align: center;">Priority 1</p>	<p style="text-align: center;">£31928</p>	<p>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.</p> <p>Across P1-7 the poverty-related attainment gap in numeracy is 11.66% (down from 20.5% in 2023).</p>	<p>Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.</p> <p>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.</p>	<p>Please indicate what evidence you are going to collect to show impact and progression.</p> <ul style="list-style-type: none"> • TPJ • Pre/post assessments <p>Specific numeracy assessment evidence (e.g., SEAL assessments/MALT)</p>

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:

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	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 <u>PEF INTERVENTIONS</u> 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	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

<p>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</p>	<p><u>Education and Families Priorities</u></p> <ol style="list-style-type: none"> 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 	
<p>Developing In Faith <i>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.</i></p>		
<ol style="list-style-type: none"> 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. 		