Driving Equity and Excellence

Improvement Report

Session 2023-24

School:	Rochsolloch Primary School & Nursery Class
Cluster:	Airdrie Academy
Head Teacher:	Mark Wilson

AIR Submission Date	Submission Focus Area	Progress towards improvement priorities
6th October 2023	QIs 3.1 & PEF Update	Internal only. No submission necessary.
8th December 2023	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
22nd March 2024	QI 2.3 & PEF Update	Internal only. No submission necessary.
14th June 2024	Full submission: All QIs & Overall Summary of PEF plan/impact.	Submission required – A summary of progress towards identified priorities.
Mid-term submission should be emailed to QISSIP-SIR@northlan.gov.uk. The final report will be collected using a GLOW form and the link will be sent prior to the final submission date, in June 2024.		

Section 1: Establishment Details

Establishment Improvement Report

Context of the school:
This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g., staffing changes/issues).

Vision, Values and Aims

Vision: ***Everyone achieves their potential***

Values: ***Respect, Achievement, Happiness***

Aims:
- Provide the highest quality learning and teaching that gives all learners the knowledge, skills and attitudes to fulfil their potential.
- Provide relevant and varied opportunities for wider achievement.
- Provide a happy and secure environment where children's wellbeing is at the centre of all we do.

Location/Accomodation

Rochsolloch Primary School is a non-denominational, co-educational establishment situated on Bellsdyke Road, close to Airdrie town centre. The catchment area includes local authority and private housing.

We moved to our current location on the shared campus with All Saints' Primary School in March 2012. The building and surrounding grounds, including Brownsburn Heritage Park, affords excellent opportunities for learning.

Our shared areas include a dining room, playground, gym hall (with stage), intimate care room, visiting services room and an interview room.

An additional teaching bay was built in 2020 to increase our capacity to 286.

The school grounds have a mix of tarmac and grass, as well as an all-weather surface.

Our mixed model nursery class adjoins the school building and has capacity for 8 children each morning and afternoon, as well as 40 term time children.

The secure entrance to the nursery is separate from the school. The outdoor learning environment is stimulating and bright; and is used daily by the children.

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

School Roll
The roll for session 2023/24 is 286, plus a mixed model nursery accommodating 8 AM & 8 PM sessions over 48 weeks and 40 term time places over 38 weeks. During session 2023/24, P1 – P7 children were organised in to 11 classes, including some composites.

Head Teacher
1 x DHT
1 x PT
13 x Class Teachers

5 x Learning Assistants
2 x Clerical Staff

2 x Principal Lead Practitioners
1 x Lead Practitioner
1 x Early Learning Practitioners
3 x Key Workers
1 x ELC Support Worker (part-time)
1 x ELC Support Worker

Attendance is monitored monthly, and families are supported to maintain high attendance for children through written correspondence, telephone contact and in-person meetings.

Average attendance for session 2023/24 was 94.6%; above the NLC average of 92%.

In 2023/24 there were no exclusions.

Details of consultation: Pupils/Parents/carers/staff/stakeholders

Self-evaluation information is sought from pupils, parent and staff through surveys and focus groups. This feedback informs discussions around next steps for improvement and the creation of the School Improvement Plan.

Pupil focus groups (May 2024)
Parent school improvement survey (May 2024)

Section 2: What progress have you made in closing any poverty related attainment gap?
(Submission Dates: 6th October, 8th December, 22nd March and 14th June 2024.)

Equity Plan
Please write a brief summary (500 words max.) of your approach to ensuring equity and the progress you have made. The following key questions could be considered:
Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process? What are your next steps?

At mid-term review submissions – please highlight any significant challenges to PEF plan and any significant underspends so this can be discussed with your EFM and/or a member of the SAC team.

October Update

(Consider planned intervention, impact and evidence)

Purchase of 0.5FTE teacher (Match Funded) has allowed us to organise intensive blocks of additional support in literacy and numeracy. The use of baseline assessment evidence will allow us to target support to specific children, and for specific Benchmarks within Curriculum Areas and Organisers.

(Consider planned intervention, impact and evidence)

- Supported further assessment within classes and supported teachers with TPJ.
- Numeracy targeted intervention for P1-7 (Amber children).
- Phonological awareness assessments carried out for all P1 children and interventions planned for Jan to support development of reading.
- End of level support for teachers for pace and challenge (P4/P7).
- Reading benchmarking to support appropriate progression through levels, improving pace and challenge.
- Team teaching for writing to develop 'Talk for Writing' approaches.

March Update

(Consider planned intervention, impact and evidence)

- Continued providing further support with assessment within classes and supported teachers with TPJ.
- Continued numeracy targeted intervention for P1-7 (Amber children).
- All P1 children received phonological awareness intervention following assessment.
- Reading benchmarking to support appropriate progression through levels, improving pace and challenge.
- Team teaching for writing to develop 'Talk for Writing' approaches.
- Colourful Semantics intervention targeting P4 learners.

Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2024)

Cluster Priority (Long Term Outcome): Raise attainment for a specific group of children/young people by fostering resilience, boosting attendance, and further nurturing their life, learning, and work-related skills.	
(Please insert the relevant information below)	
NIF Priority:	**NIF Driver:**
NLC Priority:	**QI:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

Next Steps: (What are we going to do now?)

School Priority 1 (Long Term Outcome): Increase attainment in reading by 3%, writing by 5%, and numeracy by 3% across all stages by June 2023 by improving assessment evidence.	

(Please insert the relevant information below)

NIF Priority:	NIF Driver:
NLC Priority:	QI:

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE:

OUTCOMES:

EXPECTED IMPACT:

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

Attainment in Reading is improved by 3%.
- TPJ has shown a 1.59% increase in reading attainment across P1-7.
- Reading schools audit has been completed and an action plan formed. Almost all staff have began engaging with the action plan to incorporate and extend 'Reading for Enjoyment' opportunities within their classroom. 'Reading for Enjoyment' opportunities have also been provided as extra-curricular activity. Work has began to create a school library and new books have been purchased including dyslexia friendly novels.
- Aspects of 'Reflective Reading' have been embedded in the majority of classes (P4-7) and teachers have observed better engagement and success, particularly for those not achieving in line with national expectations. Aspects of 'Reflective Reading' are being trialled in classes (P1-3).
- Phonological Awareness Assessment was carried out with all P1 children and small group support was delivered for identified children. All children showed improvements in phonological awareness following this support.
- Small group reading support for identified children in P4 was delivered. This support has enabled almost all learned identified to move to 'on track' for reading.
- Small group reading support for identified children in P2 and P3 was delivered by our Cluster Attainment Teacher. Post support assessments showed most children made improvements in reading.

Attainment in Writing is improved by 5% and >75% of children enjoy writing activities most of the time.
- TPJ has shown a 3.04% increase in writing attainment across P1-7.
- 'Talk for Writing' materials were evaluated, and it was agreed that the approach fits the needs of the school and our learners. Three members of staff attended 'Talk for Writing' training and have trialled the approach in their classes. All staff trialling the approach have observed positive outcomes with improved success in writing for almost all children, shown through pre/post writing assessments.

Increase staff understanding of, and confidence in using, observation as an assessment tool to identify next steps in learning.

- In consultation with the staff team, our assessment calendar has been reviewed and revised, ready to be launched in August 2024. The calendar now includes 'observation' as an assessment tool to be used and discussed at tracking meetings.
- Observations have not been used as an assessment tool this year, but work has begun with almost all staff to explore the format observations will take moving forward into the new session.
- Exploration of ways to record child-led activities took place and in consultation with the NLC Digital Team, less than half of our classes are piloting using 'Book Creator' as a learning journal tool to record adult-led and child-led activities.

Attainment in Numeracy is improved by 3%.
- TPJ has shown a 6.44% increase in numeracy attainment across P1-7.
- Discussions took place with all staff and appropriate time allocation for teaching numeracy was agreed. This has been monitored by SLT through forward plans.
- Children that were 'inconsistent', 'not on track' or likely to become 'inconsistent' were identified by class teachers using class assessments. These children were given a MALT assessment to complete and were organised into learning support groups. All groups have been given blocks of support throughout the year. MALT assessments have shown most children have made good progress in numeracy throughout the year.

Next Steps: (What are we going to do now?)

- Continue to work on 'Reading Schools' action plan to improve reading opportunities within our school.
- Continue to embed 'Reflective Reading' strategies for all classes.
- Whole school focus on improving writing, continuing to roll-out the 'Talk for Writing' approach using team teaching/CPD opportunities. Monitor learner progress through pre/post assessment evidence and TPJ.
- Embed approaches to observation in all classes, in line with the assessment calendar.
- Trial using 'Book Creator' as a learning journal tool in all classes to record child-led activities.
- Agree expectations for learning journal tool to ensure consistency across the school.

Nursery Priority 2 (Long Term Outcome): To ensure that considered, robust approaches to self-evaluation, tracking and monitoring and increased opportunities for collegiate working have a direct and measurable impact on attainment of learners.	

(Please insert the relevant information below)

NIF Priority:	**NIF Driver:**
NLC Priority:	**QI:**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE:

OUTCOMES:

EXPECTED IMPACT:

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

Self-Evaluation
- Most staff were introduced to the authority pro-forma HGIOELAC and CI Quality framework.
- Some of SLT have begun identifying areas for development using the authority self-evaluation pro-forma.
- Due to turnover of staff/staff absence and staff shortages, we have been unable to regularly take part in self-evaluation activities throughout the year, including creating plans for evidence gathering.

Tracking and Monitoring

- A pro-forma for gathering attainment details for Literacy, Numeracy and Health and Well-being was created. However, due to turnover of staff/staff absence and staff shortages we have been unable to work with staff to ensure planning, targets and learning journals ensure robust tracking and monitoring of attainment.

Staff Collegiality
- Due to turnover of staff/staff absence and staff shortages, we have been unable to identify and develop leadership/champion roles.

Next Steps: (What are we going to do now?)

- Through SLT reviewing self-evaluation materials, planning has been identified as an immediate area for development. Focus on this will be integral to our work to improve tracking and monitoring processes.
- With a more consistent staff team, work to develop leadership/champion roles.
- Continue to develop approaches to self-evaluation.

Section 4: Key strengths/successes linked to Quality Indicators

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)
Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

How good is our leadership and approach to improvement?

School

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority:		
NIF Driver:		
UNCRC: 28, 29		
RECR (if appropriate):		
Linked SIP/PEF Priority (if applicable): 1		
How well are you doing? What's working well for your learners?		

- We co-created our vision, values and aims with our community in January 2019; the vision and values are used frequently in conversations with stakeholders and referenced at assemblies and across our social media presence.
- We have been very effective in many aspects of translating our vision, values and aims in to practice through focused work around nurture, sustainability, and creative pedagogical approaches.

- The majority of teaching staff are positive about change and are actively involved in developing approaches to teaching and learning that are designed to nurture creativity and innovation. Staff are encouraged to take calculated risks when considering how to improve practice.
- Staff have many opportunities to collaborate formally and informally across the year, including an optional CLPL calendar of peer support.
- We have good approaches to planning for continuous improvement that involves all stakeholders in reflecting on what is working well and what we could improve.
- We have an annual and triennial programme of self-evaluation to ensure all aspects of HGIOS 4 are reflected upon regularly.

How do you know? What evidence do you have of positive impact on learners?

- Anecdotal evidence suggests the majority of our learners can name at least one of our three values.
- We have been awarded a Nurturing Schools Award, Eco Schools green flag, Respect Me Reward from Scotland's anti-bullying charity. Our staff regularly collaborate to improve pedagogical approaches that have resulted in most children describing themselves as happy and cared for in school.
- Some staff are engaged in a professional reading group that is supporting professional learning. As a result of staff having freedom to consider new approaches, our children have experienced a wider variety of engaging activities.
- Formal activities in the collegiate calendar, allied with frequent, informal collaboration is evident in the experiences planned across stages and the increasing awareness of what achievement in line with national expectations looks like at each stage.
- All stakeholders are involved in identifying improvement priorities and all teaching staff are involved in the delivery.
- We gathered stakeholders views that informed a new curriculum rationale.

What are you going to do now? What are your improvement priorities in this area?

- We will continue to develop consistency and progression across the school with the range and types of approaches we use across the curriculum, particularly in literacy.
- Continue developing consistency in our interpretation of the Benchmarks through moderation activities.
- Increase involvement of support staff in understanding the school's collective strengths and areas for development.
- Look for specific ways to build creativity and innovation.

How good is the quality of care and education we offer?

School

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring

Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority: 1, 2

NIF Driver:

UNCRC: 13, 29

RECR (if appropriate):

Linked SIP/PEF Priority (if applicable):

How well are you doing? What's working well for your learners?

- A developing culture of children's rights is beginning to show within our established culture of nurture and positive relationships; we have recently gained Silver RRS status.
- Learners are able to select from a range of resources, including digital, to support their learning across the curriculum. There is very high engagement in most areas of the curriculum.
- We make use of Brownsburn local nature reserve and loose parts play within our grounds as part of our approach to outdoor learning.
- Appropriate support and challenge provided through Play/PEBL pedagogy, as well as opportunities for learner independence and creativity.
- All staff are invested in the pedagogical developments and continue to develop practice.
- Assessment of progress is increasingly robust and leads to improved pace and challenge for learners.
- The majority of learners have some involvement in planning their learning.
- Tracking Meetings provide an effective forum for sharing progress and identifying next steps.
- Learners' achievements out of school are recognised and account is taken of participation in groups and activities out of school.

How do you know? What evidence do you have of positive impact on learners?

- Achieved UNCRC Silver Award in September 2023, now working towards gold.
- Respect Me Reward achieved in September 2022.
- Teaching areas organised to maximise learners' access to resources. Observed evidence of learners making decisions about which resources they would like to use, and which are most appropriate.
- Classroom observations showed all children engaged during the visits.
- Teacher feedback shows improved quality of direct instruction and formative assessment through Play/PEBL approach.
- Assessment evidence gathered by class teachers and additional PEF-funded teacher, including evidence from school assessment calendar activities and SNSA, used to inform next steps in learning.
- Learners are involved in planning some of their learning in the upper school through the use of a 'Wonderwall'.
- Tracking Meeting Records show reflections on assessment evidence and identification of next steps, with a particular focus on learners identified as having barriers to learning, below national expectations, or at risk of falling behind national expectations.
- Spreadsheet with data showing which clubs learners attend, both after and beyond school, informs decisions around which clubs to offer and which learners to focus on.
- School and wider achievements are celebrated at weekly assemblies.

What are you going to do now? What are your improvement priorities in this area?

- Continue working on learner motivation in literacy by auditing, procuring and organising appropriate resources.
- Develop use of a journal app to share learning journeys with parents and carers.
- Increase the range/type of resources available for loose parts.
- Continue developing understanding of questioning techniques and metacognition to improve feedback, and self/peer assessment.
- Develop observation as a key assessment tool across the school.
- Continue creating opportunities for learners to be more involved in planning learning.
- Create further opportunities for staff to reflect on professional reading to inform next steps in developing approaches to learning and teaching.

How good are we at improving outcomes for all our learners?

School

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing	Fulfilment of statutory duties	Inclusion and equality

Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority:

NIF Driver:

UNCRC: 23, 29

RECR (if appropriate):

Linked SIP/PEF Priority (if applicable): Match Funded teacher (0.5FTE) to allow focused intervention based on attainment/SIMD data.

How well are you doing? What's working well for your learners?

- Almost all children feel safe, respected and that a trusted adult knows them well.
- We have demonstrated a commitment to nurture, inclusion and ensuring children feel cared for and important.
- Positive relationships are central to all we do. Adults take time to get to know learners and develop a mutual trust.
- Teachers frequently meet with parents and carers to discuss possible triggers for distressed or inappropriate behaviour.
- We celebrate and value diversity and tackle discrimination. Barriers to learning are overcome to ensure all children are able to participate and achieve.
- We achieved our Silver Rights Respecting Schools Award in October 2023.
- HWB programme is progressive, relevant and coherent.

How do you know? What evidence do you have of positive impact on learners?

- National Nurturing Schools Award in 2020.
- Respect Me Reward for efforts to create an inclusive culture that minimises the risk of bullying behaviour and deal robustly with any incidents that may occur.
- Parental feedback shows almost all feel there is a positive culture.
- All staff respond appropriately to distressed or inappropriate behaviour. Consequences are measured and appropriate.
- Teachers frequently communicate with parents and carers either on the telephone or in person to discuss barriers to learning and possible triggers for distressed or inappropriate behaviour.
- Equality, tackling discrimination and stereotypes are addressed through the formal Health and Wellbeing curriculum, as well as through frequent engagement with current topics chosen by both the teacher and children. Children are encouraged to investigate and question what they see in the news and online.
- Formal and informal conversations regarding children's progress, GIRFMe plans and Tracking Meeting records show staff understanding of role and responsibilities.
- Evidence of various activities with staff, pupils and parents learning about UNCRC. We currently have our Silver Award.
- Emotions Works, Healthy Schools, RSHP resources ensure a progressive curriculum for learners that links to the Wellbeing Indicators and UNCRC.

What are you going to do now? What are your improvement priorities in this area?

- Continue on the journey towards RRS Gold Award.

- Gather data to identify impact on attainment for target children, including those facing barriers to learning, including poverty.

How good are we at improving outcomes for all our learners?

School

QI 3.2 Raising attainment and achievement			
Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners

Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority: 1, 2

NIF Driver:

UNCRC: 29

RECR (if appropriate):

Linked SIP/PEF Priority (if applicable):

How well are you doing? What's working well for your learners?

- Literacy and numeracy are a focus for improvement in every improvement cycle. Most learners are achieving appropriate levels in literacy and numeracy.
- Improved tracking and assessment processes are leading to more confident discussions around Benchmarks. These include an assessment calendar per stage, tracking meeting pro-forma with questions around the progress of target children, moderation sessions with stage and level colleagues using the Benchmarks.
- Interventions are targeted at children identified in dialogue with teachers and reflection on assessment evidence, and SIMD and TPJ data.
- Most of our learners are successful, confident, exercise responsibility and the majority contribute to the life of the school. Some contribute to the wider community.
- We are beginning to explore the range and type of resources and approaches that bring challenge and enjoyment to reading and writing across the school in order to raise attainment.

How do you know? What evidence do you have of positive impact on learners?

- TPJ levels show good levels of attainment in literacy and numeracy.
- All teachers describe having increasing confidence in using Benchmarks to assess progress.
- Intervention Timetables and Tracking Meeting notes show a focus on identified children.
- Our curriculum gives many opportunities for children to be successful and develop confidence and personal responsibility. Approximately 20% of children take part in whole-school leadership groups.
- Teacher feedback is positive regarding engagement with some resources piloted so far.

What are you going to do now? What are your improvement priorities in this area?

- Continue to reflect on the updated processes for tracking and monitoring to determine whether they are supporting improvements over time.
- Develop ways to engage more children in leadership activities, particularly at the lower stages.
- Enhance community links to provide access to more opportunities for wider achievement.

- **Increase attainment in Writing across P1-P7 by 2% (from 78.4% to 80.4%) by June 2025.** Continue developing rigour around identifying specific areas of support for identified learners to focus interventions.

Section 5: NIF Quality Indicators: Summary (Submission June 2024)

<mark>This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use, or record this information via the GLOW form only.</mark>

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

Quality indicator	School self-evaluation	HMIE Inspection evaluation *(if appropriate)*
1.3 Leadership of change	**Good**	
2.3 Learning, teaching and assessment	**Good**	**Satisfactory**
3.1 Ensuring wellbeing, equity and inclusion	**Good**	
3.2 Raising attainment and achievement	**Good**	**Satisfactory**

Key priorities for improvement planning next session
This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

- **Increase attainment in Writing across P1-P7 by 2% (from 78.4% to 80.4%) by June 2025.**
- **Through Play and Enquiry, most children will demonstrate increased levels of creativity and curiosity by March 2025.**

Appendix 1

SCHOOL BASED COUNSELLING MONITORING FORM (One submission per cluster)

(Submission Dates: Dates: 6th October, 18th December, 22nd March and 14th June 2024.)

THIS SECTION SHOULD **ONLY** BE SUBMITTED BY THE CLUSTER CHAIR/SECONDARY HEAD TEACHER ON BEHALF OF THEIR CLUSTER. **ONE** COPY OF THIS FORM SHOULD BE SUBMITTED, IN LINE WITH AIR SUBMISSION DATES – **6TH OCTOBER 2023, 8TH DECEMBER AND 22ND MARCH, 14TH OF JUNE 2024**, TO THE QISSIP-SIR@northlan.gov.uk MAILBOX. Please also copy Merle Lang langmerle@northlan.gov.uk into your return.

THESE SUBMISSION WILL SUPPORT FINANCIAL PLANNING AND FACILITATE GOOD PRACTICE FOR AUDITING PURPOSES. SUBMISSIONS WILL ALSO ALLOW FOR TARGETED SUPPORT TO ENSURE EQUITABLE CLUSTER PLANNING AND PROVIDE A VEHICLE FOR COLLECTING OBSERVATIONAL EVIDENCE OF THE IMPACT OF THE SERVICE. (AN EXEMPLAR OF THIS FORM IS AVAILABLE ON THE HEAD TEACHER SHAREPOINT.)

Cluster Name:

Counselling in Schools Monitoring Sheet Session: 2023-24

Term _____   Submission Date_____

Financial Summary

2023-24 SG Funded Allocation	£_____
Projected spend	£_____
Fund Balance	**£_____**

Provider	**Start date**	**End date**	**Number of days per week**	**Total Cost**	**Notes**
TOTAL				£	
BALANCE				£	

INTERVENTION SUMMARY

INTERVENTION	**IMPACT** (Please include the following: planning, distribution throughout cluster, impact to date (initial observations & assessments)	**SUMMARY**

Current Legered spend	£
Completed by	
Date	

Appendix 2

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	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
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	**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	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

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.