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***Driving Equity and Excellence***

**Improvement Report**

**Session 2024-25**

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

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| **AIR Submission Date** | **Submission Focus Area** | **Progress towards improvement priorities** |
| 3rd October 2024 | QIs 3.1 & PEF Update | Internal only. No submission necessary. |
| 6th December 2024 | QI 1.3 and 3.2 & PEF Update | Internal only. No submission necessary. |
|  | QI 2.3 & PEF Update | Internal only. No submission necessary. |
|  | 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](mailto: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 2025. | | |

**Section 1: Establishment Details**

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| **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 2024/25 is 266, plus a mixed model nursery accommodating 8 AM & 8 PM sessions over 48 weeks and 40 term time places over 38 weeks. During session 2024/25, P1 – P7 children were organised in to 10 classes, including some composites.  Head Teacher  1 x DHT  1 x PT  12 x Class Teachers  5 x Learning Assistants  2 x Clerical Staff  2 x Principal Lead Practitioners  1 x Lead Practitioner  3 x ELC Key Workers  3 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 Surveys (creativity/curiosity & writing) (May 2025)  Parent school improvement survey (May 2025) |

**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.)**

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| **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 plan**ned 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. |
| ***December Update***  *(Consider planned intervention, impact and evidence)*  Assessment evidence gathered at the start of term has been used to plan targeted interventions for children ‘not on track’ in numeracy across P1-7 and targeted phonological awareness intervention for P1-3 in Literacy. Additional staffing has also allowed further assessment support for classes to help identify specific next steps and barriers which can be supported through the class teacher or ASNAs.  **Literacy:**  Teachers have observed a positive impact on children’s phonological awareness through group intervention and class work. Post intervention assessment will be carried out in January and new targeted groups identified for the new term. Focus for intervention will be writing.  **Numeracy:**  All children receiving numeracy targeted intervention have made progress which has been measured using SEAL planners. MALT assessments will be revisited at the end of session. Numeracy support and feedback have also been given to help planned learning opportunities in class and with ASNAs. Targeted intervention for next term will focus on ‘inconsistent’ learners in Numeracy. |
| ***March Update***  *(Consider planned intervention, impact and evidence)*  The PEF plan had to be changed in January 2025 as the support need in a particular class became significant. Therefore, to support the learning and reduce the risk of exclusion, the PEF staff member took on a team-teaching role within the class.  This has led to a significant reduction in dysregulated behaviour impacting on learning. |

**Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2025)**

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| **School Priority 1 (Long Term Outcome)**: Increase attainment in Writing across P1-P7 by 2% by June 2025 | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 5** | **NIF Driver: 2,4** | |
| **NLC Priority: 1** | **QI: 2.2, 2.3** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: £1000 Teacher CLPL (PEF) | | |
| **RATIONALE**: 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. | | |
| **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?)  Staff were engaged in CLPL, either formal courses or collegiate support, to develop knowledge and skills in using the Talk for Writing resource to improve attainment in writing. Comparison data between baseline and follow-up assessments shows almost all learners (91.11%) have demonstrated improved quality in their narrative writing since August 2024. A survey completed with children who were new to the methodology showed that most (78.57%) found the writing process enjoyable. A staff survey showed an increase in confidence when judging learners’ progress against the Benchmarks, with a rating of 7.4/10 increasing to 8/10 post intervention. Staff perception of children’s motivation to write also increased from 4.6/10 to 8.6/10 post intervention. Attainment across P1-P7 increased from 78.40% to 81.66%, an increase of 3.26%. | | |
| **Next Steps:** (What are we going to do now?)  We will continue embedding the writing strategies across the school and ensure approaches articulate with other aspects of literacy to provide a coherent and balanced learning experience. | | |
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| **School Priority 2 (Long Term Outcome)**: Through Play and Enquiry, most children will demonstrate increased levels of creativity and curiosity by March 2025. | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 4** | **NIF Driver: 4** | |
| **NLC Priority: 4** | **QI: 2.3** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | |
| **RATIONALE:** 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. | | |
| **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?)  We aimed to embed conversations around creativity and curiosity within our daily teaching, as well as our assemblies, to develop children’s knowledge of the terms and draw attention to aspects of both when they occurred. Survey results from May 2025 show that the majority (69%) of learners understand what creativity is and most (80%) understand what curiosity means.  To continue developing pupil voice, our aim was to give all children the opportunity to express their thoughts and opinions to improve their experiences. Staff developed approaches that best suited their children, with some opting for specific feedback sessions and others embedding feedback throughout the day. Survey data shows almost all (93%) of children feel they have opportunities to choose how they complete activities; most (83%) feel they have opportunities to share opinions of what resources they have in class; and almost all (96%) feel they have opportunities to share what they would like to learn about in class.  Finally, we planned to ensure children’s experiences were reflective of observation data and pupil voice. When we began activities for this element of the Priority it became apparent that there were other aspects that required to be addressed before this could be done in a meaningful way. | | |
| **Next Steps:** (What are we going to do now?)  The learning environment will be audited and developed to ensure it meets learners’ needs. By carefully considering the resources and use of space, we can support the development of meta skills and allow for observations to become a rich source of information for improvement. | | |
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| **Nursery Priority 1 (Long Term Outcome)**: The majority of children’s experiences will reflect children’s voice by March 2025. | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 1** | **NIF Driver: 2, 4** | |
| **NLC Priority: 3** | **QI: 12, 13** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | |
| **RATIONALE**: 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. | | |
| **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?)  At a time of significant transition with a new team being created, it was important for us to ensure our processes and practices were robust, child-centred, and developed by reflecting on best practice. Time was spent reflecting on national and local examples as well as professional reading, to create a pathway towards a suitable planning format that reflected children’s voice. The team began working through the processes, starting with emotions, actions and words and using this information to plan experiences for, and with, the children. Learning journals show evidence of children’s views being sought. | | |
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| **Next Steps:** (What are we going to do now?)  Continue developing approaches to planning to ensure they are manageable, meaningful, and involve the children at all stages. | | |

**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

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| **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. Part of this involves reflecting on HMI reports from other establishments to support our improvement discussions. | | |
| **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, Rights Respecting Schools Silver Award, NLC Enterprise Award. 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. * VSE focus groups with parents, pupils and staff showed a clear commitment to the school ethos and values, and a collective understanding of the school’s improvement journey. | | |
| **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. | | |

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

School

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| **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 are working towards gold 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. Most learners feel they have a say in what resources they have available to them. * 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. Almost all learners feel they have a say in how they complete activities. * 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. * Learners have their opinions listened to when learning is planned. Almost all leaners feel they have a say in what they learn and how they complete activities. * 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 almost all children engaged during the visits. * Teacher feedback shows improved quality of direct instruction and formative assessment through Play/PEBL approach. * Teacher feedback shows increased confidence in using Benchmarks to assess writing progress and increased pupil motivation. * 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’. * VSE focus groups found a sampling of children’s attainment from P1, P4 and P7 to be in alignment with teacher judgements. * 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 developing the use of a journal app to share learning journeys with parents and carers. * Continue developing the learning environment to support high quality learning and teaching. * Develop observation as a key assessment tool across the school. * Continue creating opportunities for learners to be more involved in planning learning and shaping their learning environment. * 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

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| **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?** | | |
| * 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. * VSE evidence highlighted a very positive ethos with children demonstrating an understanding of the school’s values and children described the school as a safe space where any adult will help and support them. | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| * Continue on the journey towards RRS Gold Award. * Continue to 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

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| **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 exploring resources and approaches that bring challenge and enjoyment to reading and writing across the school in order to raise attainment. * Most learners are attaining in-line with national expectations in literacy and numeracy; attainment has increased each year for 3 years in reading and writing, and over the past 2 years in talking and listening, and numeracy. * Community links have been established with parents providing workshops linked to their jobs. | | | |
| **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 over time for most learners. * 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 pupil engagement using new approaches to writing. * A range of workshops have been attended by pupils where parents have showcased the skills and knowledge required to undertake their job. | | | |
| **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. * Continue building on the community links established to provide access to more opportunities for wider achievement and to learn about the world of work. | | | |

**Section 5: NIF Quality Indicators: Summary (Submission June 2025)**

**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.**

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| **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 (2018)** |
| 3.1 Ensuring wellbeing, equity and inclusion | **Good** |  |
| 3.2 Raising attainment and achievement | **Good** | **Satisfactory (2018)** |

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| **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 81.66 to 83.66%) by June 2025. * Use observation as an assessment tool for making informed decisions on how to support learners’ development of meta-skills. * Enable learners to describe their next steps in learning through consistent approaches to creating learning intentions, success criteria and giving high quality feedback. * Improve quality of learning experiences by ensuring most children’s experiences reflect children’s voice. (Nursery) |

**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](mailto: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\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| 2023-24 SG Funded Allocation | £\_\_\_\_\_\_\_\_\_\_ |
| Projected spend | £\_\_\_\_\_\_\_\_\_\_\_ |
| **Fund Balance** | **£\_\_\_\_\_\_\_** |

**Financial Summary**

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

**INTERVENTION SUMMARY**

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| **INTERVENTION** | **IMPACT**  (Please include the following: planning, distribution throughout cluster, impact to date (initial observations & assessments) | **SUMMARY** |
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| **Current Legered spend** | **£** |
| **Completed by** |  |
| **Date** |  |

**Appendix 2**

Graphical user interface, text

Description automatically generated

Text

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A picture containing table

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