



***Driving Equity and Excellence***

## **Improvement Action Plans**

### **Session 2021-22**

<b>School:</b>	St Margaret of Scotland, LCSC and Nursery Class
<b>Cluster:</b>	Our Lady's High, Cumbernauld

<b>Improvement Plan Summary</b>	
<b>Cluster Priority:</b>	<i>Carolyn Burnet has sent to Michelle O'Halleron</i>
<b>School Priority 1:</b>	To ensure equity for all learners & to close the attainment gap in literacy in response of COVID-19.
<b>School Priority 2:</b>	To ensure equity for all learners & to close the attainment gap in numeracy in response of COVID-19.
<b>School Priority 3:</b>	To further support the mental, social, emotional and physical health of all children, families and staff – COVID -19 Recovery
<b>Nursery Class Priority:</b>	To provide high quality early learning experiences with a focus on health and wellbeing of children, families and staff.

## Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

### Improvement Actions

- Raising Attainment Strategy
  - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
  - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
  - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

## Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people

### Improvement Actions

- SAC/ PEF Plan
  - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
- Anti- Poverty Programmes
  - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Innovation and Improvement Hub
  - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

## Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

### Improvement Actions

- GIRFEC
  - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
  - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
  - Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

## Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### Improvement Actions

- Curricular Progression

- A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
- DYW Strategy
  - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
  - Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

**Priority 5: Vulnerable Groups-** Improved outcomes for vulnerable groups.

### **Improvement Actions**

- Support for Families/ Young People at Risk
  - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
  - There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
- Support for Adults
  - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

### **Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
  - School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Parental Engagement
  - School Improvement
  - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities

## School Vision and Values

St Margaret of Scotland Primary, Language and Communication Support Centre (LCSC) and Nursery is an inclusive learning community. We are extremely nurturing and trauma informed and pride ourselves in GIRFEC. We are very much a TEAM and strive to deliver the highest quality education for our learners in the mainstream, Language Communication Support Centre and Nursery. We aim for high attainment through a happy, secure school community, committed to our Catholic faith, where pupils and staff are willing to learn, work to the best of their ability and take pride in all successes, big and small. We have excellent relationships with parents/ carers and our community stakeholders. In our quest to deliver the highest quality learning opportunities for our learners, we constantly reflect on our practice and the impact on learners. We view our Improvement Plan as the key driver in managing change for improvement. Our school motto is “**A School of Quality**”. We established a Focus Group of children four years ago to explore our motto and will revisit next academic year to refresh. Staff participated in a workshop to create a set of shared values. The 4 values identified are **NURTURE, INCLUSION, ACHIEVEMENT and RESPECT**. Our values permeate everything we do and our vision is to be “**A School of Quality**”

## 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 with parents/carers

Sharing School Improvement Plan with Parent Council in September  
Audit of parents in October and March.  
Termly Newsletters provide regular updates on progress.  
Social Media is used to update on activities involving pupils, staff, parents, parish and wider local community.  
School Improvement Plan shared with a Focus Group of parents in October

### Details of engagement with learners

Child Friendly SIP shared with learners through TEAMS Assemblies.  
Pupil Council meetings with SMT (in designated bubbles – due to COVID)  
Pupil Survey – November and March  
Engage with the HIGOURS to increase pupil voice to inform next steps for improvement -May/June

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:

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improved outcomes for vulnerable groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Early intervention and prevention</li> <li>2. Social and emotional wellbeing</li> <li>3. Promoting healthy lifestyles</li> <li>4. Targeted approaches to literacy and numeracy</li> <li>5. Promoting a high quality learning experience</li> <li>6. Differentiated support</li> <li>7. Using evidence and data</li> <li>8. Employability and skills development</li> <li>9. Engaging beyond the school</li> <li>10. Partnership working</li> <li>11. Professional learning and leadership</li> <li>12. Research and evaluation to monitor impact</li> </ol>	<ol style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children's Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy;</li> <li>2. Closing the attainment gap between the most and least disadvantaged children;</li> <li>3. Improvement in children's and young people's health and wellbeing; and</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>

<p><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>	<b>Developing in Faith Themes</b>	<p><i>All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i></p> <p><i>The articles can be found <a href="#">here</a>.</i></p>	
	<ol style="list-style-type: none"> <li>1. Honouring Jesus Christ as the Way, the Truth and the Life</li> </ol>		
	<ol style="list-style-type: none"> <li>2. Developing as a community of faith and learning</li> </ol>		
	<ol style="list-style-type: none"> <li>3. Promoting Gospel Values</li> </ol>		
	<ol style="list-style-type: none"> <li>4. Celebrating and Worshiping</li> <li>5. Serving the common good.</li> </ol>		

## 2021- 22 Cluster Improvement Plan

<b>IMPROVEMENT PRIORITY:</b>	Carolan Burnet has sent to Michelle O'Halleron
Person(s) Responsible Who will be leading the improvement?	

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
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Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Outcome(s) / Expected Impact <small>Detail targets, %, etc.</small>	Tasks/ Interventions to achieve priority	Measures <small>What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)</small>	Timescale <small>What are the key dates for implementation? When will outcomes be measured? Checkpoints?</small>	Progress Updates

**Resources**  
Please include costs and, where relevant, state where cost is being met from.

## 2021-22 School Improvement Priority 1

<b>IMPROVEMENT PRIORITY 1:</b>	To ensure equity for all learners & to close the attainment gap in literacy in response of COVID-19.
<b>Person(s) Responsible</b> <small>Who will be leading the improvement?</small>	HT, ADHT, Literacy Coach, Cluster Support Teachers

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	1.1 Self Evaluation for Self Improvement	4. Targeted Approaches to Literacy and Numeracy	3. Promoting Gospel Values	Article 3 - best interests of the child
2. Closing the attainment gap between the most and least disadvantaged children	2. Teacher Professionalism	2. Closing the attainment gap between the most and least disadvantaged children	1.2 Leadership of Learning	5. Promoting a high quality learning experience	Choose an item.	Article 28 - right to education
Choose an item.	3. Parental Engagement	Choose an item.	2.2 Curriculum	6. Differentiated Support	Choose an item.	Article 29 - goals of education
Choose an item.	4. Assessment of Children's Progress	Choose an item.	2.3 Learning, Teaching and Assessment	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	5. School Improvement	Choose an item.	2.4 Personalised Support	Choose an item.	Choose an item.	Choose an item.
Choose an item.	6. Performance Information	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Outcome(s) / Expected Impact <small>Detail targets, %, etc.</small>	Tasks/ Interventions to achieve priority	Measures <small>What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)</small>	Timescale <small>What are the key dates for implementation? When will outcomes be measured? Checkpoints?</small>	Progress Updates
To raise attainment in Literacy.  To increase ACEL data in Literacy	<b>UNIVERSAL</b> Sustained focus in planning and delivery of high quality core learning in Literacy  Ensure a consistent and shared understanding of standards, pace and challenge for all learners through planned learning	<ul style="list-style-type: none"> <li>Teacher's planning will demonstrate focus</li> <li>Increase in parental engagement via homework and digital learning.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Oct/Jan/May</li> <li>Sept/Nov/ Feb/March</li> </ul>	

<p>Learners are supported through shared, consistent understanding of standards (in literacy) and well-planned experiences and approaches based on moderation cycle to become more independent in their learning.</p>	<p>conversations (PLCs), moderation and high quality periodic assessments. Staff participation in PLC's</p> <p>Staff CLPL/training ( Inset/ CAT)</p> <p>Implementation of new Learning and Teaching/Digital Learning policies.</p>	<ul style="list-style-type: none"> <li>• SMT &amp; Peer Learning visits</li> <li>• Staff training</li> <li>• Staff survey- Pre/Post</li> <li>• Pupil survey- Pre/Post</li> <li>• Parent views- Pre/Post</li> <li>• Snapshot Jotters</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Oct/Jan/May</li> <li>• Oct/Jan/May</li> <li>• Oct/Jan/May</li> <li>• Sept/Nov/</li> <li>• March/May</li> </ul>	
<p>Identified gaps in learning will be addressed through careful planning, high quality learning and teaching experiences and appropriate interventions.</p>	<p>Identify gaps in learning through careful consideration of assessment approaches, ongoing observations and higher order questioning.</p> <p>Adaptations to core planning to support differentiation and progression in learning.</p> <p>Opportunities for outdoor and digital learning are embedded as part of planning and curriculum rationale</p>	<ul style="list-style-type: none"> <li>• Assessment calendar</li> <li>• Data from Assessments</li> <li>• Teacher planning will reflect information gathered from assessments to plan next steps</li> <li>• Monitoring, tracking and attainment reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Jan/May</li> <li>• Ongoing</li> <li>• Sept/Oct</li> <li>• Jan/Apr</li> </ul>	
<p>Increase the number of children achieving Early Level in Literacy in P1</p>	<p>Test of change – International Phonics as core programme in P1 class</p> <p>Teacher CLPL</p> <p>Cluster Support Teacher</p>	<ul style="list-style-type: none"> <li>• Monitoring, tracking and attainment reviews.</li> <li>• Staff views – Pre/Post Professional Dialogue</li> <li>• SMT Classroom Learning Visits</li> <li>• Assessment Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Sept/Oct/Jan/Apr</li> <li>• Oct/Jan/May</li> <li>• Sept/Nov/ Feb/March</li> <li>• Ongoing</li> </ul>	
<p>Improving attendance and time keeping will have a positive impact on attainment in Literacy</p> <p>Attainment in reading and writing will be improved through a focus on Reading for Enjoyment.</p>	<p>Tracking and monitoring school attendance. Class incentives used for good attendance Support provided for parents</p> <p>Establish new class libraries. Establish a book 'swap' for pupils and parents. Provide reading areas for outside and encourage reading for enjoyment. Read To Succeed week</p> <p><b>ADDITIONAL</b> Interventions identified for targeted groups with clear, measurable targets set. Empowered cluster support identified for short term targeting. RFA bid to Cluster Support Teacher</p>	<ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Literacy assessments</li> <li>• Pupil survey –Pre/Post</li> <li>• Staff views – Pre/Post</li> <li>• Levels of engagement book swap initiative</li> <li>• Literacy Coach</li> <li>• Cluster Support Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Oct/Jan/May</li> <li>• Ongoing</li> <li>• Oct/Jan/May</li> <li>• Feb/March</li> <li>• Oct/Jan/May</li> </ul>	



**Resources**

Please include costs and, where relevant, state where cost is being met from.

Assessment Resources - CEM, SNSA, YARC, Unassisted Writing, SWST, Moderation Cycle, (High Quality Assessment) Digital School, Literacy Coach- Read write Ink, Wave 3, Rapid Readers  
Phonics International resources – P1 PEF to buy new class libraries - £7,996

## 2021-22 School Improvement Priority 2

<b>IMPROVEMENT PRIORITY 2:</b>	To ensure equity for all learners & to close the attainment gap in numeracy in response of COVID-19.
<b>Person(s) Responsible</b> Who will be leading the improvement?	<b>ADHT, Numeracy Champions, Catch up Numeracy teacher</b>

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
<b>2. Closing the attainment gap between the most and least disadvantaged children</b>	<b>1. School Leadership</b>	<b>1. Improvement in attainment, particularly literacy and numeracy</b>	<b>1.1 Self Evaluation for Self Improvement</b>	<b>4. Targeted Approaches to Literacy and Numeracy</b>	<b>5. Serving the Common Good</b>	Choose an item.
Choose an item.	<b>2. Teacher Professionalism</b>	<b>2. Closing the attainment gap between the most and least disadvantaged children</b>	<b>1.2 Leadership of Learning</b>	<b>5. Promoting a high quality learning experience</b>	Choose an item.	Choose an item.
Choose an item.	<b>3. Parental Engagement</b>	Choose an item.	<b>2.3 Learning, Teaching and Assessment</b>	<b>6. Differentiated Support</b>	Choose an item.	Choose an item.
Choose an item.	<b>4. Assessment of Children's Progress</b>	Choose an item.	<b>2.4 Personalised Support</b>	Choose an item.	Choose an item.	Choose an item.
Choose an item.	<b>5. School Improvement</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	<b>6. Performance Information</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates

<p>To increase ACEL data in numeracy.</p>	<p><b>UNIVERSAL</b> Sustained focus in planning and delivery of high quality core learning in Numeracy</p> <p>Staff participation in PLC's</p> <p>To continue to implement the SEAL approach in P1-3 and Nursery</p> <p>Implementation of the SEAL approach in upper school P4-7 led by Pedagogy Team</p> <p>Staff CLPL from the Numeracy Hub</p> <p>Opportunities for outdoor and digital learning are embedded as part of planning and curriculum rationale</p>	<ul style="list-style-type: none"> <li>• Teacher's planning will demonstrate focus</li> <li>• Monitoring, tracking and attainment reviews</li> <li>• Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc.,</li> <li>• SMT &amp; Peer Learning visits</li> <li>• Snapshot jotters</li> <li>• Pre/Post Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Oct/Jan/May</li> <li>• Aug/Dec/June</li> <li>• Sept/Nov/ Feb/March</li> <li>• Sept/Nov/ March/May</li> </ul>	
<p>Introduce Study Ladder to improve engagement and improve attainment.</p>	<p>Staff will introduce STUDY LADDER as an alternative to Sumdog and measure levels of engagement.</p> <p>Staff will set up study ladder class linked with numeracy pathway to consolidate taught learning.</p>	<ul style="list-style-type: none"> <li>• Pre and post evaluations show increased engagement and tracking shows improved attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Oct/Jan/May</li> </ul>	
<p>Improving attendance and time keeping will have a positive impact on attainment in numeracy</p>	<p>Tracking and monitoring school attendance. Class incentives used for good attendance Support provided for parents</p>	<ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Numeracy assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing/daily</li> <li>• Dec/June</li> </ul>	
<p>Implementation of NLC guidance for numeracy intervention at the earliest stages</p>	<p><b>ADDITIONAL</b> Number Box Intervention Catch up Numeracy</p>	<ul style="list-style-type: none"> <li>• MALT data</li> <li>• Teacher Professional Judgement</li> </ul>	<ul style="list-style-type: none"> <li>• August/Dec/June</li> </ul>	
<p><b>Resources</b> Please include costs and, where relevant, state where cost is being met from: Assessment Resources – MALT, SNSA, CEM, PEDAGOGY TEAM (PEF £1,440)</p>				

### 2021-22 School Improvement Priority 3

<b>IMPROVEMENT PRIORITY 3:</b>	To further support the mental, social, emotional and physical health of all children, families and staff – COVID -19 Recovery
<b>Person(s) Responsible</b> Who will be leading the improvement?	HT, ADHT, CLD, Nurture Teacher, PEF PT, PT Achieve More Scotland

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
<b>3. Improvement in children's and young people's health and wellbeing</b>	<b>4. Assessment of Children's Progress</b>	<b>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</b>	<b>2.1 Safeguarding and CP</b>	<b>1 Early Intervention and Prevention</b>	<b>5. Serving the Common Good</b>	Article 3 - best interests of the child
Choose an item.	<b>3. Parental Engagement</b>	Choose an item.	<b>2.2 Curriculum</b>	<b>2. Social and Emotional Wellbeing</b>	Choose an item.	Article 12 - respect for the views of the child
Choose an item.	Choose an item.	Choose an item.	<b>2.4 Personalised Support</b>	<b>3. Promoting healthy lifestyles</b>	Choose an item.	Article 28 - right to education
Choose an item.	Choose an item.	Choose an item.	<b>3.1 Ensuring wellbeing</b>	<b>10. Partnership Working</b>	Choose an item.	Article 29 - goals of education
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Development and implementation of a social & emotional health curriculum that supports all pupils'	<b>UNIVERSAL</b> NLC Wellbeing offer on anxiety and stress questionnaire  Partnership with Achieve More Scotland  Timetabled Outdoor Learning	<ul style="list-style-type: none"> <li>Pupil survey – pre/post</li> <li>Pupil survey – pre/post</li> <li>Staff survey – pre/post</li> <li>Qualitative and quantitative information will show that almost all</li> </ul>	<ul style="list-style-type: none"> <li>August</li> <li>Oct/Jan/May</li> <li>Ongoing</li> </ul>	

	<p>New MUGA will increase outdoor opportunities</p> <p>Communication Friendly Environment</p> <p>Emotion works Programme</p>	<p>children successfully engage in programmes</p> <ul style="list-style-type: none"> <li>• Communication Friendly Bronze Award</li> <li>• Teachers planning</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> </ul>	
<p>Use HWB data to improve the total difficulties score as per the SDQ analysis of whole school specifically:</p> <ul style="list-style-type: none"> <li>• Internalising difficulties</li> <li>• Externalising difficulties</li> </ul>	<p>Overview of 6 Nurture Principles – short input to staff</p> <p>NLC Wellbeing offer on Healthy Sleep Workshop</p> <p>NLC Resilience Planning Toolkit twilight collaboration with St Mary's PS</p> <p>1x member of staff trained on 'Let's Introduce Anxiety Management' (LIAM)</p>	<ul style="list-style-type: none"> <li>• Staff survey – pre/post</li> <li>• Staff survey – pre/post</li> <li>• Parent survey – pre/post</li> <li>• Staff survey</li> <li>• Pre/post Intervention data</li> </ul>	<ul style="list-style-type: none"> <li>• August</li> <li>• September</li> <li>• November</li> <li>• January 2022</li> </ul>	
<p>Consultation and Multi-agency working to facilitate targeted support for most vulnerable groups</p>	<p><b>ADDITIONAL</b></p> <p>Successful implementation of Kidszone (Nurture Class)</p> <p>Request for Assistance via cluster model</p>	<ul style="list-style-type: none"> <li>• Pre/post surveys</li> <li>• Boxhall</li> <li>• My Star outcomes</li> </ul> <p>Data upon impact of additionality</p>	<ul style="list-style-type: none"> <li>• Aug/Dec/June</li> <li>• Aug/Dec/June</li> </ul>	
<p>Learners H and WB will be tracked and monitored using SDQ analysis</p>	<p>HWB Interventions tracked using teacher professional judgement and SDQ by the Nurture Class Teacher</p>	<ul style="list-style-type: none"> <li>• SDQ Data and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• March</li> </ul>	
<p>Increased family learning opportunities around developing positive mental health and wellbeing for all.</p>	<p><b>CLD input</b></p> <p>Family Learning workshop – 25.8.21</p> <p>Parent Support – H&amp;WB – 8.9.21</p> <p>Family Learning – Bookbug – 22.9.21</p> <p>CEOP training TBC</p> <p>LIAM input for parents</p> <p><b>The Voice Project – Community Choir</b></p> <p><b>Weekly visits to establishment</b></p>	<ul style="list-style-type: none"> <li>• Levels of attendance of participation</li> <li>• Monthly CLD Tracked updates with ADHT</li> <li>• Levels of attendance and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Aug/Sept</li> <li>• Ongoing</li> </ul>	

Health and wellbeing will be improved through the continued journey as a Rights Respecting School and through engaging our parents and wider school community.	Continued programme to link RRS with curriculum.  Parental workshops and opportunities for working together ensuring RRS is embedded throughout our curriculum and the wider life of the school	<ul style="list-style-type: none"> <li>RRS to evaluate our progress and to gain SILVER status</li> </ul>	<ul style="list-style-type: none"> <li>June 2021</li> </ul>	
<b>Resources</b> Please include costs and, where relevant, state where cost is being met from. PEF PT – £7,073 Achieve More Scotland – £36,000 The Voice Project - £2,800 Outdoor Learning Resources - £15,000				

### 2021-22 Nursery Class Improvement Plan

<b>IMPROVEMENT PRIORITY :</b>	To provide high quality early learning experiences with a focus on health and wellbeing of children, families and staff.
<b>Person(s) Responsible</b> Who will be leading the improvement?	HT, ADHT, PT, Lead Practitioner

NIF Priority	NIF Driver	Education and Families Priority	HGIOELCC QIs	PEF Intervention	UNCRC Articles
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	1.1 Self Evaluation for Self Improvement	1 Early Intervention and Prevention	Article 3 - best interests of the child
2. Closing the attainment gap between the most and least disadvantaged children	5. School Improvement	2. Closing the attainment gap between the most and least disadvantaged children	1.3 Leadership of Change	2. Social and Emotional Wellbeing	Article 28 - right to education
3. Improvement in children's and young people's	4. Assessment of Children's Progress	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	2.2 Curriculum	3. Promoting healthy lifestyles	Article 29 - goals of education

<b>health and wellbeing</b>					
Choose an item.	Choose an item.	Choose an item.	<b>2.3 Learning, Teaching and Assessment</b>	<b>5. Promoting a high quality learning experience</b>	Choose an item.
Choose an item.	Choose an item.	Choose an item.	<b>3.1 Ensuring Wellbeing</b>	Choose an item.	Choose an item.

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?	<b>Progress Updates</b>
Establishment of new integration model to support 12 children (2 groups of 6) from Assessment Class within Nursery whilst continuing to implement recovery plan.	New staffing structure – 2 new members of staff New timetable/daily routine to reflect integrated model Practitioners to remain with groups during lunch 11am Assessment class to integrate with Nursery 1pm-3pm	<ul style="list-style-type: none"> <li>Weekly Plan</li> <li>Timetable</li> <li>Seating Plans <ul style="list-style-type: none"> <li>Weekly Plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Implementation</li> <li>August 2021</li> </ul>	
Implementation of <b>'What Matters to Me'</b> to promote the wellbeing of all children, families and staff	Staff to complete 'What Matters to Me' pro forma Children to complete 'What Matters to Me' pro forma. Parents to complete 'What Matters to Me' pro forma. What Matters to Me to inform Personal Learning Plan Targets	<ul style="list-style-type: none"> <li>Staff views</li> <li>Children's views</li> <li>Parents/carers' views</li> <li>Personal Learning Plans</li> </ul>	<ul style="list-style-type: none"> <li>Implementation</li> <li>August 2021</li> <li>Review</li> <li>October 2021</li> <li>January 2021</li> <li>April 2021</li> </ul>	
Effective GIRFMe planning to address the needs of the child	EYLP to attend NLC GIRFMe training EYLP to upskill staff in GIRFMe planning process PT to liaise with staff throughout planning process Communication Friendly Environment	<ul style="list-style-type: none"> <li>GIRFMe Plans</li> <li>Communication Friendly Environment</li> </ul>	<ul style="list-style-type: none"> <li>September 2021</li> <li>January 2022</li> <li>April 2022</li> </ul>	
Continue to raise attainment in Literacy and Numeracy	SEAL Methodology Three Read Approach Rhyme of the Week Language Land	<ul style="list-style-type: none"> <li>Weekly planning</li> <li>Observations</li> <li>2Simple</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	
Implementation of 2Simple to track children's progress and inform planning, particularly in Literacy, Numeracy and Health and Wellbeing.	Staff trained in use of 2Simple e-journals Effective use of 2Simple to capture learning Staff evaluation of quality of practice Parental workshop to encourage engagement Tracking system (2Simple) Gaps identified and addressed leading to improved outcomes	<ul style="list-style-type: none"> <li>Staff Views</li> <li>Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Meetings (on-going)</li> </ul>	

	Record of achievement and progress shared			
Participation of all children in a range of progressive and creative outdoor learning experiences.	Free flow access to outdoors Range of quality resources and equipment Risk assessments to be communication friendly Children lead learning with opportunities for problem-solving and creative thinking	<ul style="list-style-type: none"> <li>• Planning/Evaluations</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• December 2021</li> </ul>	
Self-Evaluation to improve care and learning of children	Familiarisation of 'A quality Framework for daycare of children, childminding and school aged children'. How good is our care and learning? How good is our setting? How good is our leadership? How good is our staff team? How good is our care and support during the Covid-19 pandemic? Familiarisation of key improvement resources Evaluate quality of performance across quality indicators using six-point scale	<ul style="list-style-type: none"> <li>• Staff Views</li> <li>• Staff Evaluations</li> <li>• Evidence Folder</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation August 2021</li> </ul>	

**Resources**

Please include costs and, where relevant, state where cost is being met from.

Education Scotland, NLC, Care Inspectorate, Realising the Ambition, A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Scottish Government, Quality Framework for daycare of children, child-minding and school age children, Planning in the Moment – Anna Ephgrave, My World Outdoors (CI), Space to Grow, Setting the Table (NHS), CFE Experiences and Outcomes, Benchmarks, SEAL, Boardmaker, NLC Digital School, 2Simple..

**NAME OF ESTABLISHMENT:  
SAC/PEF ALLOCATION (FTE or resource):**

**£105,367**

**NORTH LANARKSHIRE COUNCIL  
EDUCATION & FAMILIES  
SAC/ PEF RESOURCE SPEND**



**SAC/ PEF PLAN 2021-22**

**RATIONALE FOR SAC/ PEF PLAN**

Please provide below detail around your rationale for the SAC plan.  
Consider the following: attainment, attendance, exclusion, participation, engagement.

Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people.

To reduce the attainment gap as a result of disrupted learning over the last two sessions and improve the health and wellbeing of Learners and their families. By upskilling staff we will ensure the highest quality learning and teaching which will keeps all learners engaged and supported in learning. A continued focus on nurturing approaches in partnership with 3<sup>rd</sup> Sector will meet the needs of all learners by offering an alternative curriculum and will increase attendance levels.

<b>Costings</b> (FTE or resource)	<b>Focus area - Intervention</b> Literacy / Numeracy / HWB	<b>Intended Outcome</b> Please describe your planned use of SAC/PEF allocation and what you intend to achieve.	<b>Evidence</b> Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc)
£36,000	HWB – <b>Achieve More Scotland</b>	<ul style="list-style-type: none"> <li>To continue to increase numbers at breakfast club.</li> <li>To increase attendance rates.</li> <li>To provide social/emotional support to our high-tariff pupils</li> <li>To provide high quality outdoor learning experiences for all learners</li> </ul>	<ul style="list-style-type: none"> <li>Pre post pupil surveys ( Oct, Jan, May)</li> <li>Attendance data to above 94.7%</li> </ul>
1 PEF PT £7,073	Literacy/Numeracy/ H &WB	<ul style="list-style-type: none"> <li>To lead the new Teaching/Learning Policy and upskill staff on high quality Assessments</li> <li>To embed high quality outdoor learning experiences for all learners</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Calendar – SWST, unassisted, benchmarking. MALT, YARC</li> <li>Pre/post staff survey</li> </ul>
£7,996	Literacy	<ul style="list-style-type: none"> <li>To improve /enhance Reading For Enjoyment by establishing a new class library in all classes</li> <li>To increase ACEL data in Literacy</li> </ul>	<ul style="list-style-type: none"> <li>SNSA evidence</li> <li>Teacher Professional Judgement</li> <li>ACEL Data</li> </ul>
£ 2,800	“ <b>The Voice Project</b> ” HWB	<ul style="list-style-type: none"> <li>To re-establish our VOICE PROJECT COMMUNITY CHOIR which improves mental health and anxiety of learners and their parents.</li> </ul>	<ul style="list-style-type: none"> <li>Audit of learner participation</li> <li>Audit of community participation</li> </ul>



£1,440	Pedagogy Team - Numeracy	<ul style="list-style-type: none"> <li>To improve parent/child relationships</li> <li>To increase ACEL data in Numeracy by implementing the SEAL approach in upper school.</li> </ul>	<ul style="list-style-type: none"> <li>SNSA evidence</li> <li>Teacher Professional Judgement</li> <li>ACEL Data</li> </ul>
£3,000	H & WB	<ul style="list-style-type: none"> <li>To purchase a new PE kit for all learners which will combat disadvantage and increase participation/equity for all</li> </ul>	<ul style="list-style-type: none"> <li>Learner/pupil views from survey</li> </ul>
£ 12,613	Digital Technologies	<ul style="list-style-type: none"> <li>To continue to invest in Digital Technologies which will reduce barriers to participation and engagement by addressing the poverty related attainment gap.</li> </ul>	<ul style="list-style-type: none"> <li>Audit of Home Learning participation</li> </ul>
£15,000	H & WB	<ul style="list-style-type: none"> <li>To increase outdoor learning experiences for all learners and maximise our new MUGA facility – Rollerblading, Skateboarding, scooters</li> </ul>	<ul style="list-style-type: none"> <li>Learner/parent views from survey</li> </ul>