



***Driving Equity and Excellence***

## **Improvement Action Plans**

### **Session 2023-24**

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

<b>Improvement Plan Summary</b>	
<b>Cluster Priority:</b>	To improve outcomes for all learners who are struggling to increase their attendance to school through collaboration with colleagues in CST's, social work, virtual school, educational psychologist, community learning development and 3 <sup>rd</sup> sector, as appropriate. Young people will be identified by Named Person and supported through a model of staged intervention, including Cluster Wellbeing team.
<b>School Priority 1:</b>	Attainment in literacy across mainstream will continue to improve and align with NLC local authority averages as evidenced in P1, 4, 7 combined Literacy ACEL data.
<b>School Priority 2:</b>	Attainment in numeracy across mainstream will continue to improve and align with NLC local authority averages as evidenced in P1, 4, 7 combined Numeracy ACEL data.
<b>School Priority 3:</b>	To further embed a Rights Respecting approach and extend partnership working to improve learner Health & Wellbeing at all stages.
<b>Nursery Class Priority:</b>	Improve our integrated model and quality of service provision for all Learners/stakeholders with a focus on high quality play pedagogy.

# Education and Families Priorities

1	2	3	4	5
<p><b>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</b></p>	<p><b>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</b></p>	<p><b>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</b></p>	<p><b>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b></p>	<p><b>Vulnerable Groups- Improved outcomes for vulnerable groups.</b></p>
<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Raising Attainment Strategy <ul style="list-style-type: none"> <li>◦ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.</li> </ul> </li> <li>• Self- Evaluation Leading to Improvement <ul style="list-style-type: none"> <li>◦ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.</li> </ul> </li> <li>• Review of Additional Support Needs <ul style="list-style-type: none"> <li>◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training</li> </ul> </li> </ul>	<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• SAC/ PEF Plan <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• Anti- Poverty Programmes <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• North Lanarkshire Innovation and Improvement Hub <ul style="list-style-type: none"> <li>◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.</li> </ul> </li> </ul>	<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• GIRFEC <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• 1140 ELC Expansion <ul style="list-style-type: none"> <li>◦ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.</li> </ul> </li> <li>• Mental Health and Wellbeing <ul style="list-style-type: none"> <li>◦ 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</li> </ul> </li> </ul>	<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Curricular Progression <ul style="list-style-type: none"> <li>◦ A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.</li> </ul> </li> <li>• DWY Strategy <ul style="list-style-type: none"> <li>◦ The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.</li> </ul> </li> <li>• Digital Classroom <ul style="list-style-type: none"> <li>◦ Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.</li> </ul> </li> </ul>	<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Support for Families/ Young People at Risk <ul style="list-style-type: none"> <li>◦ There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.</li> </ul> </li> <li>• Care Experienced Young People <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• Support for Adults <ul style="list-style-type: none"> <li>◦ There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.</li> </ul> </li> </ul>

## School Vision and Values

St Margaret of Scotland Primary, LCSC and Nursery Class serves the Carbrain and Kildrum areas in Cumbernauld in North Lanarkshire. We have a mainstream roll is of **192**, a Language Communication Support Centre (LCSC) which supports **43** Learners identified as having language and communication difficulties, **24** in our nursery and an Assessment Class of **9**. We view ourselves as an inclusive learning community. We are extremely nurturing and trauma informed and pride ourselves in GIRFEC. We currently have **51%** of Learners living in Scottish Index of Multiple Deprivation 1-2, FME is **35%**. The school is led by the Management Team consisting of the HT, DHT and 2 Principal Teachers. We have 20 FTE teachers, 5 Early Level Practitioners, 11 Learning Assistants all of whom make up our staff team. We also have a Nurture Class, a Support for Learning Area and a Sensory Room. Our school motto is " **A school of Quality**". Our core values of **Inclusion, Nurture, Respect, and Achievement** permeate all that we do.

## **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

Parent Council Meetings

Audit of parents views twice per session

Termly Newsletters provide regular updates on progress

Meet the Teacher event

Curriculum workshops

The Voice Project community choir

Class Assemblies

Social Media channels including – Twitter, Website, Groupcall and Seesaw

### **Details of engagement with Learners**

Child Friendly School Improvement Plan shared with Learners through assembly

Pre/post questionnaires linked to all School Improvements

Increased pupil voice within '

Thinking Thursday's leadership groups (100% school population)

Pupil Surveys – November and March

Learner conversations (termly)

Pupil Council (engagement with HIGIOURS document)

### **Details of engagement with partners**

School survey for all visiting partners using QR codes

Twin parish partnership

CLD partnership working

CLD workshops & Family Learning opportunities

Cluster/Family Group engagement

Work with 3<sup>rd</sup> sector partners including Achieve more Scotland, The Voice Project, Spark, Corra Foundation, New College Lanarkshire and local library

## 2023-24 Improvement Plan

<b>Cluster Priority : Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?		<b>To improve outcomes for all learners who are struggling to increase their attendance to school through collaboration with colleagues in CST's, social work, virtual school, educational psychologist, community learning development and 3rd sector, as appropriate. Young people will be identified by Named Person and supported through a model of staged intervention, including Cluster Wellbeing team.</b>
Person(s) Responsible Who will be leading the improvement?	<b>Carolan Burnet</b>	
(Please insert the relevant information below using the codes above)		
<b>NIF Priority:</b> 1. Improvement in children and young people's health and wellbeing.	<b>NIF Driver:</b> 1. Teacher and Practitioner Professionalism 2. Performance Information	
<b>NLC Priority:</b> 1. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 2. Improved outcomes for vulnerable groups	<b>QI:</b> 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion	
<b>PEF Intervention:</b>	<b>Developing in Faith/ UNCRC: Article 3 – best interests of the child</b>	
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.		
Application made to the Community Health and Wellbeing funding to support targeted interventions to help develop health & wellbeing and promote increased school attendance.		
<b>RATIONALE (WHY?)</b> Why have you identified this as priority? What data did you have to support this?		
Promoting positive attendance is an NL stretch aim and remains a national priority. Through careful monitoring and tracking of attendance rates in schools, it is evident that some children and young people require additional and more targeted support to facilitate an increase in attendance at school.		
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b>		
Health and wellbeing community funding – to support targeted therapeutic intervention. CST's to provide expertise, learning and teaching. Access to Wellbeing APP to help develop Wellbeing Plans. Season's for Growth (& associate resources) Resources for HUB (based on young people's interests)		

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for Learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<p>To help increase attendance for <u>all</u> young people (as identified as requiring additional support through Staged Intervention and Wellbeing Planning Meeting)</p> <p>To help develop positive mental health and wellbeing for <u>all</u> young people (as identified as requiring additional support through Staged Intervention and Wellbeing Planning Meeting)</p>	<p>Anticipated - core group of S4 girls who are struggling to increase their attendance at school (<i>four pupils</i>)</p> <ul style="list-style-type: none"> <li>- <b>Average attendance for S4 group of pupils will increase by 2% by Dec 2023.</b></li> <li>- <b>Four pupils will attend the HUB 80% at the planned sessions between August and Dec 2023.</b></li> </ul> <p>Co-design support with young people. Provide targeted support and liaison with 3<sup>rd</sup> sector organisations and CLD. CST's to build relationship with pupils and lead sessions Ongoing liaison with Named Person. Use HUB as an alternative setting to school building. Build a shared understanding of mental health concerns that might be inhibiting a young person from attending school.</p>	<p>Run Chart Ongoing monitoring and tracking of attendance. Link to NL Dashboard and use as a measure of improvement and with comparator schools.</p> <p>Named Person will use the Requests for assistance forms (RfA) to the Empowering Cluster Team for support, as required. This will ensure earliest intervention and support.</p> <p>Named Person will use the GIRFEC National Practice Model and relevant core components with particular emphasis on developing Wellbeing Plans to help plan and monitor support.</p>		
To ensure a shared understanding of the factors giving rise to anxiety related school absence.	To create a collegiate working group on Attendance. It's anticipated the Health & Wellbeing coordinator will attend x 4 meetings each year coordinated by Cluster lead. A cluster approach to managing attendance will be agreed.	Staff presentation Parents/carers Guide Learner's Guides Attendance analysis Flowchart Shared understanding of Attendance Policy, embedded within Cluster approach.		
Families will be able to access ideas to support their child attend school	Co-produce Guidance with parents/carers	Make available to all schools to share with parents/carers  Ongoing liaison with parents/carers		
Young people can mentor peers and share ideas that helped them increase attendance at school	Co-produce Guidance with children/young people Identify Cluster Ambassadors	Make available to all schools to share with parents/carers		
HUB to be used weekly to help foster and develop relationships with parents/carers and with targeted providers and partner agencies	To develop the HUB space to provide an alternative learning environment to school and place to enhance collaborative working. 3 <sup>rd</sup> sector/Partner agencies to support families and use the HUB space.	To continue to encourage partners to utilise the HUB To promote partnership with colleagues		

**Final evaluation:**

**Priority 1: Long Term Outcome**  
What do you hope to achieve? What is going to change? For whom? By how much? By When?  
**Attainment in literacy across mainstream will continue to improve and align with NLC local authority averages as evidenced in P1, 4, 7 combined literacy ACEL data.**

Person(s) Responsible  
Who will be leading the improvement?  
**SMT, Literacy Working Party, Cluster Support Teacher, Literacy Coach**

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

<b>NIF Priority:</b> 1.Improvement in attainment; particularly in literacy and numeracy 2.Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver:</b> 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 6. Performance Information
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<b>NLC Priority:</b> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	<b>QI:</b> 2.2 Curriculum 3.2 Raising Attainment and Achievement
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<b>PEF Intervention:</b> Targeted Approaches to Literacy and Numeracy	<b>Developing in Faith/UNCRC:</b> N/A
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If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

**RATIONALE (WHY?)** Why have you identified this as priority? What data did you have to support this?

Overall attainment in literacy is showing an increase for the first time in three years. Historically, ACEL data at the Early/First Level in literacy was greatly affected by our Learners in the Language and Communication Centre. However, mainstream learner data and LCSC learner data is now collected separately.

In 2022/2023, P1 mainstream ACEL data increased by 18.4% in Listening & Talking, 11.4% in Reading and 9.4% in Writing.

In 2022/2023, P4 mainstream ACEL data increased by 14.5% in Listening & Talking, 16.7% in Reading and 39% in Writing.

In 2022/2023, P7 mainstream ACEL data increased by 21.8% in Listening & Talking, 15.6% in Reading and 15.6% in Writing.

Overall combined literacy ACEL data in mainstream have surpassed 22/23 target of 70.8%.

For 2023/24, combined ACEL data for Talking & Listening, Reading and Writing will align closer to the North Lanarkshire averages.

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

Single Word Reading Test – To help inform the tracking and monitoring of reading from P2-7  
CEM – To help inform

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1</u></b>	<b><u>EVALUATION CHECKPOINT 2</u></b>
What will be the benefit for Learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit from increased engagement in literacy through enhancing learning and teaching as a result of attaining the NLC Digital Schools Award	<p><b><u>Teacher Professionalism</u></b></p> <p>Staff will continue to embed digital planners.</p> <p>Weekly plans will evidence the implementation of the digital planners.</p> <p>Staff will bid for 'The Immersive Classroom' ICT intervention</p> <p><b><u>Performance Information</u></b></p> <p>Principal teacher will lead accreditation in achieving the Digital Schools Award</p>	<p><b><u>Staff</u></b></p> <p>Levels of staff engagement in CLPL CLPL evaluations and feedback PRD discussions</p> <p><b><u>Learners</u></b></p> <p>Pupil Surveys (Oct/Jan/May) SMT Observed lessons Learning conversations Pupil Council</p>		
<p>Learners will benefit from the continued implementation of a systematic synthetic phonics programme.</p> <p>ACEL data linked to Reading at P1, P4 and P7 will evidence an improvement of 5-10%</p>	<p><b><u>Teacher Professionalism</u></b></p> <p>Staff to be further supported by Cluster Support Teacher to deliver the No-Nonsense Phonics Programme.</p> <p><b><u>Assessment of Children's Progress</u></b></p> <p>Data will be updated using SEEMIS Progress &amp; Achievement app. Assessment evidence used to gather this data will include CEM, SNSA and moderation of TPJ linked to benchmarks.</p>	<p><b><u>Staff</u></b></p> <p>Assessment Calendar Detailed weekly plans PLC days - moderation SMT Observed lessons ASNA Training</p> <p><b><u>Learners</u></b></p> <p>Phonics Screening Check (PSC) Pre/post P1 CEM analysis Pre/post SWRT SNSA for P1,4,7 Learning Logs Jotter Monitoring - Literacy</p>		
<p>First &amp; Second Level Learners will continue to benefit from an improved pedagogy in Writing through previous input from Pedagogy Practitioners.</p> <p>ACEL data linked to Writing at P4, P7 will evidence an improvement of 5-10%</p>	<p><b><u>Teacher Professionalism</u></b></p> <p>Staff will participate in peer evaluations of a writing lesson. Staff to deliver a 4-week narrative block of writing in Term 4.</p> <p><b><u>Assessment of Children's Progress</u></b></p> <p>Assessment evidence used to gather this data will include SWST, Unassisted Writing criterion scale and moderation of TPJ linked to benchmarks.</p> <p><b><u>Performance Information</u></b></p> <p>Data will be updated using SEEMIS Progress &amp; Achievement app and reviewed with SMT during PLC. ACEL data upload (May 2024)</p>	<p><b><u>Staff</u></b></p> <p>Assessment Calendar Peer evaluations PLC days - moderation</p> <p><b><u>Learners</u></b></p> <p>Learning Conversations Learning Logs Jotter Monitoring – Taught Writing SNSA for P4, P7</p>		

<p>Learner gaps in literacy will be identified and addressed through careful planning, high quality teaching and learning and appropriate interventions including Read, Write, Inc, Wave 3 and Rapid Readers.</p>	<p><b><u>Assessment of Children’s Progress</u></b></p> <p>Diagnostic assessment will identify learner gaps to inform planning. Adapted learning will be reflected in planning to support differentiation and progress.</p> <p><b><u>Teacher Professionalism</u></b></p> <p>Staff will utilise the expertise of the Literacy Coach and Cluster Support Teacher to help inform planning, choose appropriate resources and intervention to meet the needs of all Learners.</p> <p><b><u>Performance Information</u></b></p> <p>Literacy Coach will track and monitor ‘value added’ of all literacy intervention through rigorous pre/post assessment of Learners.</p>	<p><b><u>Staff</u></b></p> <p>Assessment Calendar  PLC meetings  Support for Learning  SMT Observed lessons  Tracking of interventions (Literacy Coach)</p> <p><b><u>Learners</u></b></p> <p>Learning Conversations  Learning Logs  Jotter Monitoring  Early YARC Assessments  YARC Assessments</p>		
<p>To increase family learning in literacy by providing Learners and their parents/carers with opportunities to contribute to attaining the <b><i>‘Reading Schools Award’</i></b></p>	<p><b><u>Parental Engagement</u></b></p> <p>Parents/carers will support a reading culture within the school.</p> <p><b><u>Teacher Professionalism</u></b></p> <p>Literacy Working party to create and implement action plan in order to attain Reading Schools Award</p> <p><b><u>Performance Information</u></b></p> <p>School will be accredited as a ‘Reading School’ promoting a reading culture</p>	<p><b><u>Staff/Partner Agencies</u></b></p> <p>Literacy Working Party  Local library  Parents/Carers</p> <p><b><u>Learners</u></b></p> <p>Participation &amp; engagement  Summer Reading Challenge</p>		
<p>Learners will benefit from High Quality Assessment and planned learning experiences in writing supported by process of moderation</p>	<p><b><u>Teacher Professionalism</u></b></p> <p>Staff will work in PLC groups to create a high quality assessment, gather evidence and moderate the results using ACfE and national Benchmarks.</p>	<p><b><u>Staff</u></b></p> <p>PLC days - moderation</p> <p><b><u>Learners</u></b></p> <p>Learning Conversations  Learning Logs  Jotter Monitoring – Writing &amp; WAC</p>		

**Final evaluation:**





<b>Priority 2: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>Attainment in numeracy across mainstream will continue to improve and align with NLC local authority averages as evidenced in P1, 4, 7 combined Numeracy ACEL data.</b>
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Person(s) Responsible Who will be leading the improvement?	<b>SMT, Numeracy Coach, Cluster Attainment Teacher (Bid to Cluster)</b>
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(Please insert the relevant information below using the codes above)

<b>NIF Priority:</b> 1.Improvement in attainment; particularly in literacy and numeracy 2.Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver:</b> 3. Parental Engagement 4. Assessment of Children's Progress 6. Performance Information
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<b>NLC Priority:</b> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	<b>QI:</b> 2.3 Learning, Teaching & Assessment 3.2 Raising Attainment and Achievement
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<b>PEF Intervention:</b> Targeted Approaches to Literacy and Numeracy	<b>Developing in Faith/UNCRC:</b> N/A
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If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

**RATIONALE (WHY?)** Why have you identified this as priority? What data did you have to support this?

Last session 2022/23, showed marginal improvements. P1 mainstream ACEL data increased by 5% in numeracy and P7 mainstream ACEL data increased by 8% in numeracy. Our stretch aims were to increase by 10%  
 ACEL data at First Level numeracy was supported by Cluster Attainment Teacher and this impact contributed to exceeding our target of 15% improvement. P4 mainstream ACEL data has increased by 26% in numeracy.  
 Overall combined numeracy ACEL data in mainstream has achieved 22/23 target of 75%.  
 In order to accelerate progress at the Early level we will bid for a 2023/24 Cluster Attainment Teacher to deliver key numeracy interventions for targeted Learners.

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

<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1</b>	<b>EVALUATION CHECKPOINT 2</b>
What will be the benefit for Learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit from increased engagement in numeracy through enhancing learning and teaching using ICT.  Pre/post questionnaires will evidence improved engagement of Learners and staff confidence of incorporating ICT into their practice.	<b>Teacher Professionalism</b>  Staff will continue to embed digital platforms to support numeracy using SUMDOG, Study Ladder.  Weekly plans will evidence the implementation of the digital planners.	<b>Staff</b>  Detailed Weekly Plan Pre and post staff questionnaires SUMDOG Usage Study Ladder Usage PRD discussions  <b>Learners</b>  Pupil Surveys (Oct/Jan/May) SMT Observed lessons Learning conversations		
Learners will benefit from the implementation of the new NLC Progression Pathways in Numeracy.	<b>Teacher Professionalism</b>  Staff to implement NLC Progression Pathways and continue to liaise with the Numeracy Champion to improve the teaching of key maths concepts.  Staff to attend Learning Hub: Subject Surgeries to improve learning and teaching of key mathematical concepts.	<b>Staff</b>  Assessment Calendar Detailed weekly plans – SEAL plans CLPL evaluations and feedback PLC days - moderation Lesson Observations  <b>Learners</b>  Malt Assessments SEAL Assessments Pre/post P1 CEM analysis SNSA for P1,4,7 Learning Logs Jotter Monitoring – Numeracy		
Learner gaps at Early Level will be identified and addressed through appropriate Intervention.  Request for Assistance will be made at Cluster Level for Cluster Attainment Teacher to support numeracy  ACEL data at Early Level numeracy will evidence an improvement of 5-10%	<b>Assessment of Children's Progress</b>  Diagnostic Catch Up assessment will identify learner gaps to inform planning.  MALT assessments will calculate maths age and monitor 'value added'.  SEAL assessments to identify appropriate starting points for SEAL programme and inform planning.  <b>Teacher Professionalism</b>  Cluster Attainment Teacher will deliver SEAL intervention across Early Level to plug gaps.  Teachers liaise with Numeracy Coach and attend Support for Learning meetings to have professional dialogue to raise awareness of	<b>Staff</b>  Cluster Support Teacher Assessment Calendar PLC meetings – Support for Learning Lesson Observations Tracking of interventions (DHT) ASNA Training  <b>Learners</b>  Learning Conversations Learning Logs Jotter Monitoring - Numeracy MALT Assessments SEAL Assessments		

	<p>Number Box and Catch Up interventions to support Learners.</p> <p><b><u>Performance Information</u></b> DHT will track and monitor 'value added' of all numeracy interventions through rigorous pre/post MALT assessment of Learners.</p>			
<p>Learners will benefit from High Quality Assessment and planned learning experiences in numeracy supported by process of moderation.</p>	<p><b><u>Teacher Professionalism</u></b></p> <p>Staff will work in PLC groups to create a high quality assessment, gather evidence and moderate the results using ACfE and national Benchmarks.</p> <p>Staff will continue to work in Cluster Trios to extend the moderation process.</p>	<p><b><u>Staff</u></b></p> <p>Pre and post staff questionnaires Cluster Trio participation PLC days - moderation</p> <p><b><u>Learners</u></b></p> <p>Learning Conversations Learning Logs Jotter Monitoring – Numeracy</p>		
<b>Final evaluation:</b>				

<p><b>Priority 3: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?</p>		<p><b>To further embed a Rights Respecting approach and extend partnership working to improve learner Health &amp; Wellbeing at all stages.</b></p>		
<p>Person(s) Responsible Who will be leading the improvement?</p>		<p><b>HT, DHT, Family Group 4, Staff Working Party, Pupils, Parent Council, Parents/Carers</b></p>		
<p><b>(Please insert the relevant information below using the codes above)</b></p>				
<p><b>NIF Priority:</b> <b>3. Improvement in children's and young people's health and wellbeing</b></p>		<p><b>NIF Driver:</b> <b>2. Teacher Professionalism</b> <b>3. Parental Engagement</b> <b>5. School Improvement</b></p>		
<p><b>NLC Priority:</b> <b>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</b></p>		<p><b>QI:</b> <b>3.1 Ensuring wellbeing, equality and inclusion</b></p>		
<p><b>PEF Intervention:</b> <b>2. Social and Emotional Wellbeing</b></p>		<p><b>Developing in Faith/UNCRC:</b></p>		
<p><u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.</u></p> <p>£52,000 Partnership with Achieve More Scotland      £30,1230.5 PEF-Match Funded Teacher (1FTE)</p> <p>£9,000 Partnership with Voice Project      £15,114 PT LCSC to assist in all aspects of transitions</p>				

**RATIONALE (WHY?)** Why have you identified this as priority? What data did you have to support this?

Health and Wellbeing remains a high priority for our school community. Over 80% of Learners reside in deciles 1-3 and 51% in deciles 1-2. Data from November 2022 Stirling Wellbeing Scale & May 2023 Strength & Difficulties Questionnaire indicated upcoming difficulties with 2023/24 P4 & P7 (key ACEL stages). The launch of our new Curriculum Rationale and pursuit of the Silver RRS award will improve learner wellbeing across all stages. The PEF-Match funded teacher will create additional opportunity for a Nurture Teacher to deliver key Health and wellbeing interventions.

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

**PEF**  
 £52,000 Partnership with Achieve More Scotland                      £30,1230.5 PEF-Match Funded Teacher (1FTE)

£9,000 Partnership with Voice Project                      £15,114                      PT LCSC to assist in all aspects of transitions

<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1</b>	<b>EVALUATION CHECKPOINT 2</b>
What will be the benefit for Learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit from a refreshed Curriculum Rationale	<p><b>School Improvement</b></p> <p>Share with all stakeholders a refreshed Curriculum Rationale</p> <p><b>Teacher Professionalism</b></p> <p>Successful implementation of each stage of the refreshed Curriculum Rationale</p>	<p><b>Staff</b></p> <p>Teacher Observations Pre/post staff surveys</p> <p><b>Learners</b></p> <p>Pupil Surveys Learning Conversations</p> <p><b>Parents/carers</b></p> <p>Audit of parents/carers</p>		
<p>Nurture Teacher will respond to SDQ analysis and deliver appropriate intervention.</p> <p>Identify children from the P1 cohort for early HWB intervention</p>	<p><b>Teacher Professionalism</b></p> <p>Nurture Teacher to plan, monitor and evaluate interventions that will improve learner Health &amp; Wellbeing.</p> <p>P1 target group to receive 'You and Me' HWB early intervention 6week programme for social. Emotional wellbeing.</p>	<p><b>Staff/ Partner Agencies</b></p> <p>PLC days – Support for Learning SPARK 'You and Me' Programme</p> <p><b>Learners</b></p> <p>Learning Conversations Stirling Wellbeing Scale My Outcome Star Pre/post Surveys</p>		
Learner attendance rates will improve by 2-5% to align with NLC averages	<p><b>Teacher Professionalism</b></p> <p>Refer Learners below 70% attendance to cluster for additional HWB support</p> <p><b>Performance Information</b></p> <p>Average attendance of all Learners to remain above 90%</p>	<p><b>Staff/ Partner Agencies</b></p> <p>Attendance Data RfA to Cluster model for Additional resource</p>		

<p>All Learners to continue accessing partnership with <b>Achieve More Scotland</b></p> <p>Most vulnerable Learners will benefit from additional Out of School Hours Learning Youth Club led by <b>Achieve More Scotland</b></p> <p>Families will have the opportunity to build capacity in parenting by participating in a new initiative led by <b>Achieve More Scotland</b></p>	<p><b><u>School Improvement</u></b></p> <p>Timetabled opportunities for all Learners from Nursery-Primary 7 to use MUGA facility during PE supported by Achieve More</p> <p>Targeted Learners to receive additional health &amp; wellbeing support from Achieve More and access to Youth Club</p> <p><b><u>Performance Information</u></b></p> <p>Increase in attendance data</p> <p><b><u>Parental Engagement</u></b></p> <p>Attendance monitoring</p>	<p><b><u>Staff/Partner Agencies</u></b></p> <p>Pre and post staff questionnaires Ongoing professional dialogue</p> <p><b><u>Learners</u></b></p> <p>Pupil Surveys Learning conversations</p> <p><b><u>Parents/carers</u></b></p> <p>Audit of parents/carers</p>		
<p>Increase pupil voice through the introduction of monthly <b>'Thinking Thursdays'</b></p> <p>Attain the <b>'Rights Respecting'</b> Silver Award</p>	<p><b><u>School Improvement</u></b></p> <p>All Learners will be included in a 'Thinking Thursday' committee</p> <p>Committees will have roles of responsibility leading school improvement</p> <p>Learners will be part of an audit/visit from Rights Respecting Schools</p>	<p><b><u>Staff/Partner Agencies</u></b></p> <p>Pre and post questionnaires Detailed Weekly Plan Ongoing professional dialogue</p> <p>Principal Teacher Thinking Thursday Committee</p>		
<p><b>'The Voice Project'</b> choir will continue to increase attendance</p> <p><b>'The Voice Project'</b> will work with all Learners to enhance Christmas performance and reduce barriers to participation</p>	<p><b><u>Performance Information</u></b></p> <p>Attendance monitoring</p> <p><b><u>Teacher Professionalism</u></b></p> <p>Staff to work collaboratively with The Voice Project</p> <p><b><u>Parental Engagement</u></b></p> <p>Christmas Performance</p>	<p><b><u>Learners</u></b></p> <p>Attendance data Pupil Surveys</p> <p><b><u>Parents/Cares</u></b></p> <p>Participation Questionnaires</p>		

**Final evaluation:**

<b>Nursery Priority : Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>Improve our integrated model and quality of service provision for all Learners/stakeholders with a focus on high quality play pedagogy</b>
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Person(s) Responsible Who will be leading the improvement?	<b>HT, Lead Practitioner, Staff, Pupils, Parents/Carers</b>
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(Please insert the relevant information below using the codes above)

<b>NIF Priority:</b> 1.1 Improvement in attainment; particularly in literacy and numeracy <b>HGIOELC:</b> 3.2 Securing Children’s Progress	<b>NIF Driver:</b> 2. Teacher & Practitioner Professionalism 4. Assessment of Children's Progress 5. School & ELC Improvement
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<b>NLC Priority:</b> 1. Improvement in attainment, particularly literacy and numeracy	<b>QI:</b> 3.2 Securing Children’s Progress
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<b>PEF Intervention:</b> >Targeted Approaches to Literacy and Numeracy	<b>Developing in Faith/UNCRC:</b> N/A
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If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

**RATIONALE (WHY?)** Why have you identified this as priority? What data did you have to support this?

Our integrated model will be further developed as recommended by the Care Inspectorate (June 2022). All environmental recommendations have now been met and we invested heavily in improving the indoor/outdoor environment. Lead Practitioner has been working on an ELC Improvement Programme in collaboration with Care Inspectorate and other NLC leads to improve high quality interactions with Learners. At Cluster level, we will work in partnership with New College Lanarkshire to improve play pedagogy at Early Level.

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

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1</u></b>	<b><u>EVALUATION CHECKPOINT 2</u></b>
What will be the benefit for Learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
To increase staff confidence at Early Level in adopting a play-based approach to learning in partnership with New College Lanarkshire	<b><u>Teacher &amp; Practitioner Professionalism</u></b>  Staff Training Planning Target groups Professional Reading: <i>Realising the Ambition</i> <i>HIGIOELC</i>	<b><u>Staff</u></b>  Staff observations Learner profiles Professional Dialogue Self-Evaluation		
Further improve the integrated model and 'Loving Lunches'	<b><u>Teacher &amp; Practitioner Professionalism</u></b>  Lead Practitioner – ELC Care Inspectorate Planning Environment	<b><u>Staff</u></b>  Observations Collegiate Discussion		
Learners will benefit from increased pupil voice and community partnership working	<b><u>Teacher &amp; Practitioner Professionalism</u></b>  Lead Practitioner - ELC Care Inspectorate Stay and Play PEEP CLD Bookbug sessions Achieve More Scotland	<b><u>Staff</u></b>  Parent/carer surveys Attendance at workshops Staff views		
Vocabulary & language gaps will be identified and addressed through careful planning, partnership working and appropriate interventions	<b><u>Assessment of Children's Progress</u></b>  Three Read Approach LanguageLand intervention ( Lead Practitioner) - targeted  <b><u>Teacher &amp; Practitioner Professionalism</u></b>  Rhyme of the week	<b><u>Assessment of Children's Progress</u></b>  Planning In the moment evaluations Pre/post evaluation		
<b>Final evaluation:</b>				

**PEF ALLOCATION: £ 105,350**

**SAC RESOURCE: 0.5**

**NORTH LANARKSHIRE COUNCIL  
EDUCATION & FAMILIES  
EQUITY PLAN 2022-23**



**RATIONALE FOR EQUITY PLAN**

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.** Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

**51% of all Learners live in SIMD 1&2 with over 80% living in SIMD 1-3. To further improve our Health & Wellbeing outcomes for all Learners' further investment in nurture and extended partnership working will increase overall engagement, participation and attendance.**

<b>Link to Improvement Plan</b>	<b>Detailed Costings</b>	<b>Priority/Description</b>	<b>Intended Outcome/Impact</b> Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve	<b>Evidence/Measures</b> Please indicate what evidence you are going to collect to show impact and progression
Priority 3	£52,000	Partnership with Achieve More Scotland	Participation Attendance	Stakeholder Surveys Monitoring Attendance
Priority 3	£9,000	Partnership with Voice Project	Participation	Monitoring Engagement Monitoring Attendance
Priority 3	£30,123	0.5 PEF-Match Funded Teacher (1FTE)	Health & Wellbeing Attendance Nurture Teacher to run targeted interventions	Outcome Star SDQ Data
Priority 3	£15,114	PT LCSC to assist in all aspects of transitions	ASN pupils in LCSC will be further supported in all aspects of GIRFEC and future placement  Needs-Based Pathway Review to ensure best possible outcomes for all Learners  Assist with the implementation of the NLC Transition Policy 2023-24	Data Collected from the Needs-Based Pathway



**EQUITY CHECKPOINT 1: JANUARY 2024**

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

**EQUITY CHECKPOINT 2: MAY 2024**

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

Appendix 1:

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
<p>Article 1 - definition of the child            Article 2 - non-discrimination            Article 3 - best interests of the child            Article 4 - implementation of the Convention            Article 5 - parental guidance and child's evolving capacities            Article 6 - life, survival and development            Article 7 - birth registration, name, nationality, care            Article 8 - protection and preservation of identity            Article 9 - separation from parents            Article 10 - family reunification            Article 11 - abduction and non-return of children            Article 12 - respect for the views of the child            Article 13 - freedom of expression            Article 14 - freedom of thought, belief and religion            Article 15 - freedom of association            Article 16 - right to privacy            Article 17 - access to information from the media            Article 18 - parental responsibilities and state assistance            Article 19 - protection from violence, abuse and neglect            Article 20 - children unable to live with their family            Article 21 – adoption            Article 22 - refugee children            Article 23 - children with a disability            Article 24 - health and health services            Article 25 - review of treatment in care            Article 26 - social security            Article 27 - adequate standard of living            Article 28 - right to education            Article 29 - goals of education            Article 30 - children from minority or indigenous groups            Article 31 - leisure, play and culture            Article 32 - child labour</p>	<p>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</p> <p><b>PEF INTERVENTIONS</b></p> <p>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</p>	<p>NIF Priorities</p> <ol style="list-style-type: none"> <li>2. Placing the human rights and needs of every child and young person at the centre of education</li> <li>3. Improvement in children and young people’s health and wellbeing;</li> <li>4. Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>5. Improvement in skills and sustained, positive school leaver destinations for all young people</li> <li>6. Improvement in attainment, particularly in literacy and numeracy.</li> </ol> <p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>3. School and ELC Leadership</li> <li>4. Teacher and Practitioner Professionalism</li> <li>5. Parent/Carer Involvement and Engagement</li> <li>6. Curriculum and Assessment</li> <li>7. School and ELC Improvement</li> <li>8. Performance Information</li> </ol>

<p>Article 33 - drug abuse  Article 34 -sexual exploitation  Article 35 - abduction, sale and trafficking  Article 36 - other forms of exploitation  Article 37 - inhumane treatment and detention  Article 38 - war and armed conflicts  Article 39 - recovery from trauma and reintegration  Article 40 - juvenile justice  Article 41 - respect for higher national standards  Article 42 - knowledge of rights</p>	<p><b><u>Education and Families Priorities</u></b></p> <ol style="list-style-type: none"> <li>3. Improvement in attainment, particularly literacy and numeracy</li> <li>4. Closing the attainment gap between the most and least disadvantaged children</li> <li>5. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</li> <li>6. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>7. Improved outcomes for vulnerable groups</li> </ol>	
<p><b>Developing In Faith</b>  <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p>		
<ol style="list-style-type: none"> <li>1. Honouring Jesus Christ as the Way, the Truth and the Life</li> <li>2. Developing as a community of faith and learning</li> <li>3. Promoting Gospel Values</li> <li>4. Celebrating and Worshiping</li> <li>6. Serving the common good.</li> </ol>		