

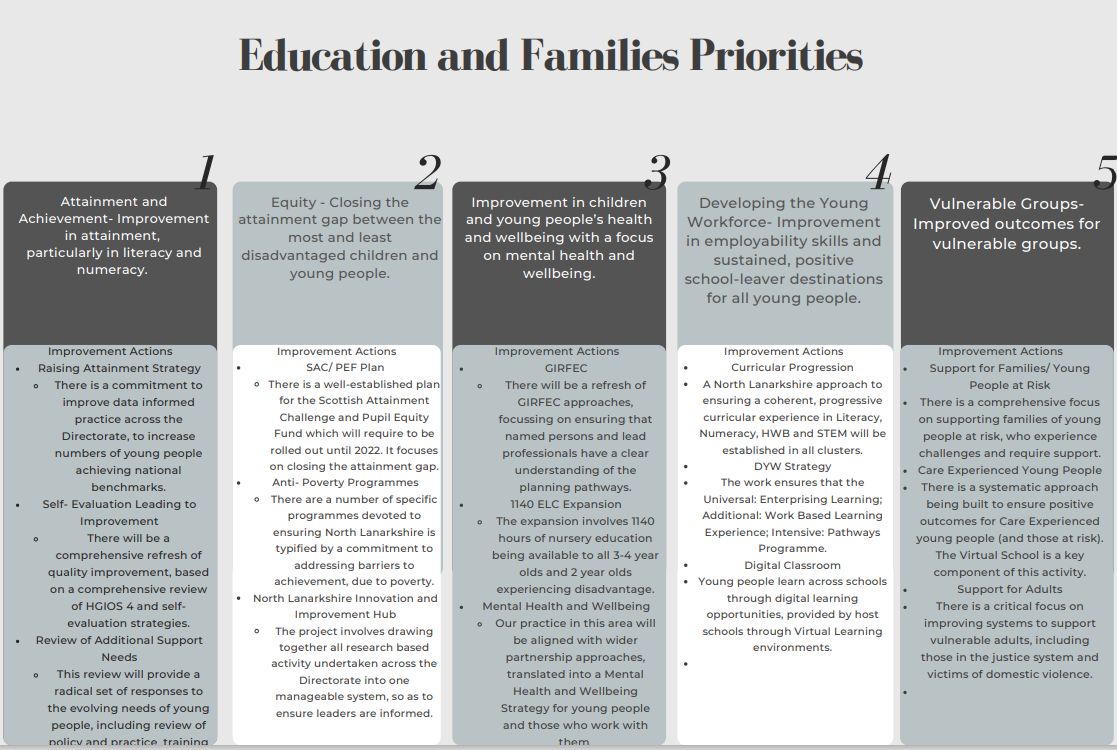
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2023-24**

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| **School:** | St Ambrose High School |
| **Cluster:** | St Ambrose Cluster |
| **Head Teacher:** | James McParland |

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| Improvement Plan Summary | |
| Cluster Priority: | To further improve outcomes for pupils through a robust, shared health and wellbeing programme to increase attendance and attainment across the curriculum with a specific focus on numeracy. |
| School Priority 1: | To continue to focus on the delivery of high-quality learning, teaching, and assessment through QI 1.2 – Leadership of Learning |
| School Priority 2: | To evaluate the curriculum in accordance with local and national priorities through QI 2.2 – Curriculum, key themes |
| School Priority 3: | To ensure Wellbeing, Equality, and Inclusion for all through focusing on QI 31, and QI 2.5 – Family Learning. |

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**School Vision and Values**

Following dialogue and consultation with a variety of stakeholder groups, including parents and young people it was evident that we required to overhaul the vision, values and aims of the school. Therefore, we established a working group comprising of staff at all levels, and young people, and asked them to redefine the vision, values and aims of the school. In their work, they used the acronym FAITH, to depict the following values:

Fortitude, Ambition, Integrity, Truth, and Holiness, as well as developing of vision statement of ‘Learning together in faith, hope, and love. This can be seen clearly from our new school logo:

![A logo with bees around a book

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confidence](data:image/jpeg;base64,/9j/4AAQSkZJRgABAQEAYABgAAD/4RCyRXhpZgAATU0AKgAAAAgAAodpAAQAAAABAAAIMuocAAcAAAgMAAAAJgAAAAAc6gAAAAgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAFkAMAAgAAABQAABCAkAQAAgAAABQAABCUkpEAAgAAAAM1OAAAkpIAAgAAAAM1OAAA6hwABwAACAwAAAh0AAAAABzqAAAACAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA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**Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families’ priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners.

**Details of engagement (pupils, parents/carers, partners)**

Consultation has taken place with the Parent Council, during meetings in May and June, and with the wider Parent Forum via the Head Teacher’s weekly update. Similarly, consultation with staff took place via whole staff meetings during in-service days and with the Extended Leadership Team and professional unions, during dedicated meetings.

As part of our Pupil Voice drive, we have consulted with young people during year group assemblies. Furthermore, we have a working group of learners within the school, focusing on How Good is Our School, with a key focus on learning, teaching, and assessment. This work will continue throughout this session.

**2023-24 Improvement Plan**

|  |  |  |
| --- | --- | --- |
| Cluster Priority: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **To further improve outcomes for pupils through a robust, shared health and wellbeing programme to increase attendance and attainment across the curriculum with a specific focus on numeracy.** |
| Person(s) Responsible  Who will be leading the improvement? | **Carrie McCormack - Cluster Improvement and Integration Lead**  **Deirdre Bolland – Cluster Chair** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2, 3** | | **NIF Driver: 1, 2, 4** | | | |
| **NLC Priority: 1, 2, 3, 5** | | **QI: 1.3, 2.2, 2.3** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC: Serving the Common Good, Article 28, 29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  **Commitment of PEF and authority funding to the total of £ for the St. Ambrose Collective**  **Commitment of PEF spend for Staff Faith and Wellbeing focus day (retreat) £……. Cost to be confirmed.**  **Commitment of successful application for CYPMHWB funding £ 20,000 for the cluster** | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  *The cluster agreed to the further development of a shared vision that would impact learners in key development areas of Numeracy and HWB as a result of analysis of data for Numeracy at P7 and SDQ data for session 20/21. The main focus for the cluster is to improve attendance so that the aforementioned areas can be positively impacted in terms of pupil outcomes. Review of attainment data confirmed our rationale whilst also taking account of developing as a faith community at cluster level and the significant work undertaken to implement the St. Ambrose Music Collective.* | | | | | |
| **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**.  **Staffing resource** | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2**  **(Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Improve attendance rate across the cluster by 5 % for pupils with below 85% attendance | * Review attendance rates in all establishments and establish a baseline * Identify target pupils/families * Target specific areas of low attendance – 50-85% and below 50% * Analysis of Attendance survey data to identify reasons for non - attendance * Sharing current good practice across the cluster- * Completion of Attendance Questionnaire in order to drill down into pupil voice/ parental/carer voice for non - attendance * Identify supports and interventions to improve attendance including bespoke curriculum where appropriate – use of wellbeing hub to support this where appropriate. * Use of CIIL, CST and wellbeing hub where appropriate with target pupils 50-85% * Identify families for focused support with Family Engagement Worker – 50% below – use of wellbeing hub to support this * Identify family engagement work in partnership with Community Learning and Development Officer; Family Engagement Worker and Ed Psych, in order to build parent resilience to support pupils to attend school | | * Baseline - attendance data from June in order to identify targeted groups of pupils across the cluster * Attendance Survey data will provide cluster and school over view for non-attendance to allow us to identify themes and appropriate interventions for across the Cluster * Cluster – planning for Pupil Wellbeing Meetings will provide further data for this * Attendance Questionnaire will provide individual pupil and family data for non – attendance. * Outcome Star data before and after 12-week review period – medium * School attendance data monthly will show progress – short term * Long term overall attendance will have improved * Cluster meetings – attendance strategies and review discussed as an agenda item and shared * Improved engagement and attainment/achievement * Improved wellbeing for pupils and families * Family engagement more positive - Family Engagement worker; CL and D and any other partners evaluations will reflect increased confidence and more resilience in supporting children and young people to attend school * Cluster Chair to involve all stakeholders in building a vision and values statement (CC& CIIL) | Improve attendance rate across the cluster by 5 % for pupils with below 85% attendance | * Review attendance rates in all establishments and establish a baseline * Identify target pupils/families * Target specific areas of low attendance – 50-85% and below 50% * Analysis of Attendance survey data to identify reasons for non - attendance * Sharing current good practice across the cluster- * Completion of Attendance Questionnaire in order to drill down into pupil voice/ parental/carer voice for non - attendance * Identify supports and interventions to improve attendance including bespoke curriculum where appropriate – use of wellbeing hub to support this where appropriate. * Use of CIIL, CST and wellbeing hub where appropriate with target pupils 50-85% * Identify families for focused support with Family Engagement Worker – 50% below – use of wellbeing hub to support this * Identify family engagement work in partnership with Community Learning and Development Officer; Family Engagement Worker and Ed Psych, in order to build parent resilience to support pupils to attend school |
| Improve attainment levels in Numeracy for pupils at transition stage of P7/S1 to share standards and approaches to pedagogy | * Through robust data analysis, establishments will identify amber pupils (those working at the bottom end of expected levels) who require additional interventions in numeracy and agree intervention (HT’s, CT’s) in order to stay within expected levels. * Carry out baseline assessments/CT assessments to measure impact of interventions. * Agree a schedule of teacher meetings and planned school visits to share practice (time from collegiate open agreement), staff released to carry out school visits. * Gather samples of work in order to establish a clear picture of what achievement of a level looks like. Focus group questions to confirm achievement of a level | | * Termly review at Pupil Progress Meetings of students identified * Baseline assessments, CAT and CT assessments * Staff evaluations and teacher confidence in assessing levels through cluster moderation. * Increased attainment in Numeracy at P7 and S1, evidenced in MALT assessments * Agree schedule for school visits, review of attainment * Identify staff involved in LTA groups (HT & AMMC)   Qualitative   * Pre and post evaluations of staff confidence in tracking progression, planning for effective teaching and learning (HT and AMMC) * Gather examples of what achievement of a level looks like and agree standards * Peer observation record (Staff) | CC suggested that moderation in numeracy would be based on processes and not content. Examples of St Bartholomew’s numeracy pathway was shared with all cluster HT’s and confirmed that its implementation had positively impacted on attainment, in addition to teacher planning.  St Ambrose HT confirmed that 4 periods could be allocated to each Primary school from the maths department to work with pupils as part of transition. This could potentially look like 2 teachers to visit 5 schools, in blocks, across the cluster for a sustained period.  St Kevin’s HT proposed examination of early year’s numeracy, although not until after Christmas due to staff shortages. | Focus on Cluster Curricular development to be redistributed to individual schools due to intensity of other core cluster areas such as attendance and transition.  Instead, a natural focus on digital skills through the cluster digital team, providing sustainability and embed digital skills across the curriculum was implemented. Pupils have exemplified this through improved digital skills, particularly across literacy and IDL where ‘green screen’ and coding were used to great effect.  Next steps to involve joint topics where schools could share video footage with one another and High school pupils could help mentor and support primaries.  Cluster Digital lead, Alistair McKay, to engage hard to reach parents with activities on glow where workshops can be arranged to improve digital engagement. Moreover, further skills development for staff in relation to ‘ Tech Tuesdays’ and pupil learning with ‘ Make it Happen ‘club where children design an app. ‘Tech she can’ is another digital offering to be developed and embedded next session.  DYW to be developed as across the cluster in terms of a digital offering in addition to a community element. |
| Improve Health and Wellbeing of all stakeholders through targeted interventions for pupil, whilst incorporating a faith-based approach to support staff wellbeing | * Application to community MH and Wellbeing fund (CIIL) * Development of nurture (ALL) * Continue work with local community groups on a shared approach to improving mental Health (ALL) ((CIIL) – Glenboig Life skills Centre, Miracle Foundation, Come Dine with Me * Planned use of Leuven scale to measure wellbeing interventions (CIIL) * Continued delivery of LIAM programme (CLD / other) * Set up Mental Health pupil group to co-ordinate supports (Link with Community Solutions) (PTPS) * Continue use of Teen Talk counselling service * Mental Health Ambassador –(HS)   Develop as a cluster community of Catholic teachers with a shared vision and values led by Gospel values – cluster Mass, Staff wellbeing conference with a strong faith-based element | | (Quantitative)   * SDQ data analysis * Counselling uptake * Leuven Scale evaluations * Outcome Star   (Qualitative)   * Staff evaluations * Pupil Feedback * Evaluations from third sector providers * Attendee feedback from Cluster Faith and Wellbeing Conference | £20k allocated via MH and Wellbeing Fund. Lanarkshire food and health partnership worked with 6 families from each school in the cluster.  Make and Create Arts, a performance theatre and ad art therapy group, to work with the cluster primary schools. A point of contact, not the HT, recommended to liaise with the group.  In St Ambrose, Mentors against violence and Police Scotland working with pupils as a direct response to last year’s fatal incident.  £1700 left in the fund to use within the cluster to impact children and families with particular difficulties.  CC submitted impact statement relating to School Counselling service where unanimous agreement that impact was significant across the cluster in terms of children’s mental health.  As a result, we will look at interventions for younger children and play based therapy in particular.  CLD have been working with children in a more holistic approach.  CC provided positive findings on 2 H&WB programmes taken up by St Bart’s, Emotion Works and Compassionate Classroom where impact is positive in terms of children’s use of vocabulary and regulation of emotions.  This session, we commenced the school year with a Cluster Mass, held in St Augustine’s Church during in-service day 2. Feedback from staff across all schools was extremely positive. In addition to this, we also established our ‘Encounters with Christ’ programme, with monthly CLPL sessions being delivered within St Ambrose, by a variety of external speakers. Following the inputs, staff from all schools engaged in dialogue, which helped to build the Cluster community. | Cluster school counselling service to continue (Teen talk) in order to increase emotional regulation in children.  Make and Create Arts – reports from cluster primaries are positive and will continue with this programme next session.  Big Chef Little Chef – again, reports from cluster primaries are excellent with positive impact on food handling skills and nutritional knowledge.  Next steps – play based therapy for younger children.  Cluster Vision, Values and Aims:  Within the St Ambrose Cluster, we benefit from a partnership between the schools, families, and parishes. Our vision, values and aims have been developed to reflect our collective identity as a **Catholic, Christian, Community of Faith and Learning**.  The St Ambrose Cluster - 'Where Christ is at the centre of all we do'  **C**ompassion  **H**umility  **R**espect  **I**ntegrity  **S**ervice  Annual cluster mass to continue in order establish and enhance a spiritual approach among all cluster staff. |
| To further develop pupil confidence, participation and performance skills in playing a musical instrument | * St. Ambrose music collective project to support all P6 pupils * Cluster investment in instruments * Creation of P6 bands * Teaching staff to work with music instructors * Timetable to be agreed with HT’s | | (Quantitative) (HT’s)   * Base line survey of pupils – attainment over time * Parental survey * Participation of students * Pupil competency (benchmarking) * Leuven scale (targeted)   (Qualitative)   * Pre/post evaluation questionnaire staff and pupils * Showcase event   (Observations)   * Pupil confidence * Pupil creativity | Children’s confidence with capability around playing a musical instrument can be exemplified through rehearsals and performance at the Christmas Concert at NL Music festival. | Further funding from the YMI fund to be used to further enhance and develop the cluster collective music programme in addition to contributions sanctioned by Head of Education where exploration of alternative avenues has been sought. |
| **Final evaluation:** The main focus has been on attendance and transition programmes across the cluster. A forensic approach to data analysis from SDQ, Outcome Star with and pupil/ parent and staff surveys informing impactful interventions and approaches whilst using the budget to best effect.  Next session we will continue to embed many strategies in respect of the aforementioned and focus on these priorities where curricular moderation will be implemented across the 3 NL primary schools and extend beyond the priorities above through agreement with the associated HT’s. | | | | | |

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | To continue to focus on the delivery of high-quality learning, teaching, and assessment through QI 1.2 – Leadership of Learning |
| Person(s) Responsible  Who will be leading the improvement? | **GMcC/JMP staff development group** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2** | | **NIF Driver: 1, 2, 4, 5, 6** | | | |
| **NLC Priority: 1, 2** | | **QI: 1.1, 2.1, 2.3, 3.2** | | | |
| **PEF Intervention: 4, 5, 11** | | **Developing in Faith/UNCRC: Serving the Common Good, Article 28,29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Following the successful implementation of Making Thinking Visible, we wish to continue with a strong focus on learning, teaching, and assessment, focusing on QI 1.2, to ensure that the CLPL from MTV, AifL, and Cooperative Learning continue to provide a ‘refresh’ for colleagues, and a continued emphasis on young people being leaders of learning within the classroom. | | | | | |
| **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**.  Time allocated, photocopying costs, booking of meeting room (external), allocated time during in-service, external speaker. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| 95% of staff involved in the staff development activities link to leading learning | Arrange launch event for November in-service | | All staff involved in consultation, with quantitative and qualitative responses gained. | November 2023 | Focus day identified for staff development team to work on the staff development activity planning |
| 90% teaching staff involved in learning visits | Programme of learning visits collated | | Two learning visit windows  Qualitative and quantitative responses | Ongoing | Linking in with self-evaluation working group |
| Staff leadership academy (focusing on key themes of QI 1.2) | Working Group/Leaders of Learning | | Investigate the potential of a Columba 1400-esque Leadership Academy. | Ongoing |  |
| Inservice programme | All staff | | Ongoing focus on LTA for in-service programme throughout the session | November, February, May |  |
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| **Final evaluation:** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | To evaluate the curriculum in accordance with local and national priorities through QI 2.2 – Curriculum, key themes |
| Person(s) Responsible  Who will be leading the improvement? | **JMcPh, HT, SLT and Curriculum Review Group** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2, 3, 4, 5** | | **NIF Driver: 1, 2, 3, 5, 6** | | | |
| **NLC Priority: 1, 2, 3, 4, 5** | | **QI: 2.2, 2.3, 2.6, 2.7,** | | | |
| **PEF Intervention: 5, 7, 8, 10, 12** | | **Developing in Faith/UNCRC: Serving the Common Good, Article 12, 29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Given our involvement in the Curriculum Content Creation activities, the time is right for us to review the curriculum. Furthermore, with the work around achievement of a level and progress within a level, it would be beneficial to review the BGE, in line with the benchmarks. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Curriculum review group established within the school | JMcPh to coordinate group | | Representation from across departments/faculties | By September 22nd 2023 |  |
| Ongoing investigation of curriculum | Consultation with learners, staff, parents/carers. | | Qualitative and quantitative responses from stakeholder group, including focus group of learners | By end of January 2024. |  |
| Share findings with Extended Leadership Team | Input at ELT meeting | |  | February 2023 |  |
| Devise new curricular map | Working Group | | Staffing information to match in with this, in terms of timeframe | Ongoing |  |
| Evaluation of current curriculum model and pathways | Working group to undertake analysis and suggest improved curriculum model | | Feedback from all stakeholders | Ongoing |  |
| **Final evaluation:** | | | | | |

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| Priority 3: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | To ensure Wellbeing, Equality, and Inclusion for all through focusing on QI 3.1, and QI 2.5 – Family Learning. |
| Person(s) Responsible  Who will be leading the improvement? | **KK, AS, PEF Team, Pupil Support/SfL teams, all staff** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2, 3, 4, 5** | | **NIF Driver: 1, 3, 4, 5, 6** | | | |
| **NLC Priority: 1, 2, 3, 4, 5** | | **QI: 2.5, 3.1** | | | |
| **PEF Intervention: 1, 2, 3, 5, 6** | | **Developing in Faith/UNCRC: Serving the Common Good, Articles 3, 28, 29** | | | |
| 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?  We would like to improve parental engagement and intend to do this through family learning sessions based around literacy, numeracy, and health & wellbeing. In addition to this, with our PEF priorities, it would also be prudent to audit where we are as a school, with QI 3.1, ensuring that the needs of all learners are being met. | | | | | |
| **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**.  Pupil Support DMs, SfL, PEF Team, booking for external meetings (Audit), external meetings (devise Family Learning plan), resources for Family Learning events and related costs. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Improvement in overall attendance statistics for learners with a school target of 92% | Daily monitoring of attendance  Monthly analysis  Targeted interventions | | Target of 92% overall school attendance for next academic session. Ongoing monthly checks, including analysis of SIMD data to establish patterns/highlight specific cohorts of learners | Ongoing, with monthly checkpoints |  |
| Audit of QI 3.1 to be undertaken | Pupil Support team/SfL to lead on this | | Focused programme | By October 2023 |  |
| Enhance pupil voice across the school & increase leadership opportunities for young people in all year groups including MVP & MHA - (JP/ES/JMcC & 2 others to lead) | JP/ES/JMcC & 2 others to lead | | Quantitative measure relating to number of staff trained, qualitative data regarding in-service activities. | Ongoing |  |
| Continue to improve S1-3 PSHE provision & HWB inserts for S4-6. Incorporate post-tracking mentor meeting for every pupil (All PTPS & other staff tbc) | All PTPS & other staff tbc | | Feedback from learners regarding the benefits of MTV thinking routines. Evidence of MTV being used in majority of classes – above 75% | Ongoing |  |
| Embed the use of Wellbeing indicators across the school & increase provision of HWB CLPL opportunities for all colleagues, including adverse childhood experiences, the impact of poverty & the use of nurturing principles | KK, JMacd, ES | | Feedback from staff – qualitative and quantitative | By February in-service day |  |
| Continue to improve targeted support for individuals including C-E & those with GirfMe plans.  Closely monitor the impact of targeted interventions via rigorous & robust tracking systems. | KK, PEF team, JMacd, PTPS | | Feedback from all stakeholders | Ongoing |  |
| Programme of family learning devised and delivered, relating to literacy, numeracy and HWB | PEF Team | | Feedback from staff, pupils, and parents/carers – qualitative and quantitative | Ongoing |  |
| **Final evaluation:** | | | | | |

**nOrth Lanarkshire Council**

**PEF ALLOCATION: £108,200**

**Education & FAMILIES**

**EQUITY PLAN 2023-24**

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| **Rationale for EQUITY (PEF) plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression. |
|  |  | Improve attendance in targeted young people | * Use flexible learning strategies to engage pupils within school environment * Focus on wellbeing, emotional literacy, and communication * Mindfulness techniques * Therapeutic approaches based on individual needs | * Boxall Profile * Leuven Scale * Strengths and Difficulties Questionnaires * Increased pupil and parent engagement * Improved attendance * PEF tracking data |
|  |  | Improve literacy in targeted young people | * Use data to gain a clearer indication of attainment gaps in numeracy, literacy, HWB and across subjects * Creation of new RWI Transition class * Senior pupil Literacy Ambassadors * Informal advice and workshops for parents. * IDL Cloud technology | * RWI and YARC data * Attendance data * Leuven Scale * Feedback from pupils, staff and parents * PEF tracking data |
|  |  | Improve numeracy in targeted young people | * Use of Maths Balance and other resources to increase engagement * Targeted Numeracy interventions/support for individuals * Numeracy workshops for parent * Maths packs for target pupils | * Improved numeracy data * Pupil and staff feedback * Leuven Scale * PEF tracking data |
|  |  | Improved resilience and wellbeing for targeted young people | * Continue with nurturing approaches and Nurture group provision for S1/2 pupils. * Scottish Sirens Netball project with PE/Active Schools * Extend breakfast club to 5 days a week | * Improved attendance and engagement * Young people demonstrate increased resilience and empathy * Better behaviour and levels of concentration in classes * Improved relationships between pupils, staff-pupil, pupil-parent * Pupils are healthier and feel more included |
|  |  | Enhanced skills and wider achievement opportunities for targeted young people | * Monklands Canal project * Continue with Outdoor Learning Experiences | * Wider Achievement Accreditations * Attendance and attainment data * Leuven Scale * Boxall Profiles * PEF tracking data * Awards Ceremony attendance |
|  |  | Enhanced staff awareness of poverty-related barriers and cost of the school day | * Cost of the School Day awareness raising   Poverty-Proofing our school working group |  |
|  |  | Increase engagement and participation of targeted young people | * Free Music tuition and instrument hire for targeted young people * PEF Samba project * Various after-school and lunchtime clubs | * Attainment and achievement data * Attendance * Behaviour * Leuven Scale * PEF tracking data * Pupil, parent, and staff feedback |

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:

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| **UNCRC** | **HGIOS 4 & HGIOELCC** | **National Improvement Framework: priorities and drivers** |
| Article 1 - definition of the child  Article 2 - non-discrimination  Article 3 - best interests of the child  Article 4 - implementation of the Convention  Article 5 - parental guidance and child's evolving capacities  Article 6 - life, survival and development  Article 7 - birth registration, name, nationality, care  Article 8 - protection and preservation of identity  Article 9 - separation from parents  Article 10 - family reunification  Article 11 - abduction and non-return of children  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  Article 19 - protection from violence, abuse and neglect  Article 20 - children unable to live with their family  Article 21 – adoption  Article 22 - refugee children  Article 23 - children with a disability  Article 24 - health and health services  Article 25 - review of treatment in care  Article 26 - social security  Article 27 - adequate standard of living  Article 28 - right to education  Article 29 - goals of education  Article 30 - children from minority or indigenous groups  Article 31 - leisure, play and culture  Article 32 - child labour  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 | 1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  1.4: Leadership and management of staff  1.5: Management of resources to promote equity  2.1: Safeguarding and child protection  2.2: Curriculum  2.3: Learning teaching and assessment  2.4: Personalised support  2.5: Family learning  2.6: Transitions  2.7: Partnerships  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability  Specific to HGIOELC  3.2: Securing children’s progress  3.3: Developing creativity and skills for life | NIF Priorities   1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people’s health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy.   **NIF Drivers**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information |
| **PEF INTERVENTIONS**   1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact |
| **Education and Families Priorities**   1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups |
| **Developing In Faith**  ***Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.*** | | |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life  2. Developing as a community of faith and learning  3. Promoting Gospel Values  4. Celebrating and Worshiping  6. Serving the common good. | | |