

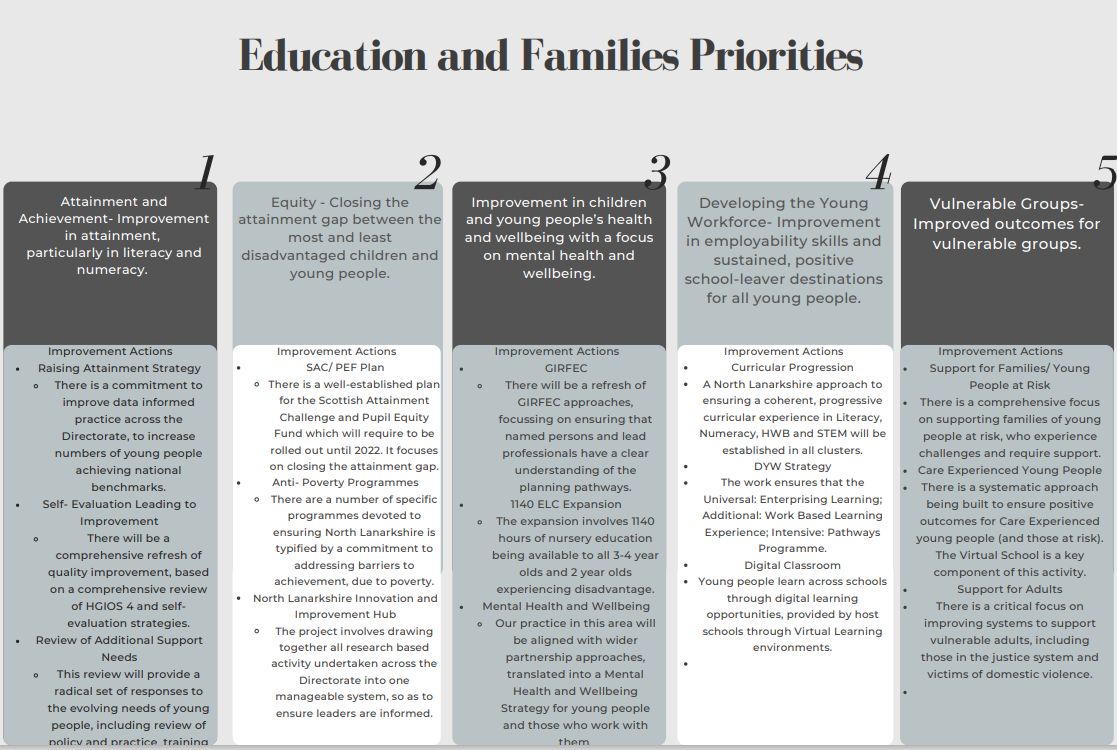
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2023-24**

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| **School:** | St.Augustine’s Pr. and Nursery Class |
| **Cluster:** | St.Ambrose HS |
| **Head Teacher:** | Caroline Docherty |

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| Improvement Plan Summary | |
| Cluster Priority: | To develop a consistent approach to supporting good attendance across the cluster through rigorous tracking; monitoring and self -evaluation processes which direct interventions to support. |
| School Priority 1: | To continue to impact attainment in Literacy and Numeracy at key stages |
| School Priority 2: | To further improve outcomes for learners with further developments in HWB for all |
| School Priority 3 | To improve outcomes for learners with a review of our Curriculum Rationale |
| Nursery Priority | Further improve outcomes for learners through the development of quality partnership and engagement with all stakeholders |

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**School Vision and Values**

We reviewed our vision and values several years ago in order to develop a shared understanding of standards and expectations in light of a HMI Inspection, The National Improvement Framework and HGIOS 4 that reflected our ongoing Journey to Excellence. We revised our Curriculum Rationale to fully reflect the unique context of the school at that time and feel in light of whole school developments it is time to address curriculum rationale as a priority this session.

Vision Apply, Learn, Achieve Together

Values Respect, Kindness, Fairness, Equity and Faith

Aims

 To provide a safe, secure and welcoming teaching and learning environment where Gospel values are promoted and a strong Catholic ethos is present.

 To ensure high quality teaching and learning that encourages pupil engagement and promotes skills for learning, life and work

 To offer a broad, balanced and challenging curriculum within Curriculum for Excellence which allows inclusion for all our pupils.

 To raise standards of attainment and achievement for all pupils and to regularly celebrate pupil success.

 To create and build an enduring partnership with all our stakeholders – pupils, parents, community and outside agencies.

 To provide staff with opportunities for ongoing professional development that impacts upon the quality of teaching and learning

**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)**

A strategic approach to engage pupil and carers in evaluating the community life and work of the school is integral to our school practices. Parents/Carers are fully consulted as part of our annual self-evaluation processes and complete a survey on Forms to gather important information in regard of views and to identify school improvement priorities. Feedback from parents/carers is regularly sought via a wide variety of platforms including showcase events and workshops. Parents also frequently provide feedback directly to Head Teacher and to class teachers via regular e-mail communications. Staff reviewed challenge questions within HGIOS 4 to measure the ongoing progress of the school. They looked at a number of Quality Indicators and identified evidence that supported how well the school was doing and what was still required as next steps. The school management team report to the Parent Council each month in regard of the school improvement priorities and are consulted in regard of priorities for the next school session. A copy of the minutes, including Head Teacher Report is posted on the school website and is on display in the school. Parent Council members will be presented with a copy of the School Improvement Plan and were fully consulted in regard of Improvement Priorities identified as a result of feedback from parents, pupils and staff. The Parent Council were also consulted in regard of PEF money and were in agreement that additionality in staffing would most impact attainment in the school.

Learners have engaged in regular planned dialogue with peers, teachers and parents about their learning and confidently comment upon their progress across curricular areas and identify their next steps in learning.

Learners continue to develop as global citizens through a whole school focus upon sustainable education, enterprise and citizenship. Learners continue to use pupil voice to bring about change at school level and beyond with a particular focus on eco,enterprise, sustainable education and citizenship. Our strong links with the Parish of St.Augustine’s enable us to support all pupils on their faith journey and their service to God and others. Children continue to work in partnership with outside agencies to improve the work of their committees and take the lead in these initiatives. Pupils were consulted at various times throughout the school year to establish their views on the work of the school, it’s impact, their learning and identitifed next steps to affect continued progress. Pupils from Pr. 4- 7 completed a survey on Forms as part of our self evaluation processes.

**2023-24 Improvement Plan**

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| Cluster Priority: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **To develop a consistent approach to supporting good attendance across the cluster through rigorous tracking; monitoring and self -evaluation processes which direct interventions to support.** |
| Person(s) Responsible  Who will be leading the improvement? | **Carrie McCormack - Cluster Improvement and Integration Lead**  **Deirdre Bolland – Cluster Chair** | |

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| **(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: Article 28,29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  Staffing commitment totalling £ for Aug – April, April – Aug.  Mr Mullen 0.6fte enables staff member to be released to take on Attainment Teacher Role – delivery of Read, Write Inc for noted pupils.  Match funding for 0,5fte enables teacher to be released to take forward targeted interventions for literacy and numeracy – Pr. 4 - 5  Probationer - 0.12fte school contribution releases staff member to carry out targeted interventions for literacy and numeracy – Pr 2 - 3 | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Improving attendance levels are a local priority and a key driver underpinning the National Improvement Framework (NIF). As Attendance has a direct correlation to attainment and closing the gap this priority is in line with all NLC priorities and NIF Drivers 3 and 5.  Our aim is to improve attendance systems and processes across the Cluster and to share good practice to impact positively upon attendance rates. There will then be a targeted approach to improve attendance rates for pupils at the additional/ intensive levels. A recent cluster attendance survey highlighted areas to support which included pupil and parent/carer resilience as well as anxiety around attending school. Individual school attendance data will be used to direct our work and the School Refusal Questionnaire will drill down into individual children/young people and family needs. | | | | | |
| **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**.  **Commitment of PEF and authority funding to the total of £55,000 for the St. Ambrose Collective**  **Commitment of successful application for CYPMHWB funding -£ TBC for the cluster** | | | | | |
| **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) |  |  |
| **A standardised approach to supporting good attendance across the Cluster will benefit all children; young people and families** | * Review attendance rates in all establishments and establish a baseline Aug **23** * Implement Cluster Attendance Policy in all establishments and use Process Map to track and monitor attendance in order to provide interventions and evaluate impact * Parent/ Pupil surveys issued in **Oct 23** * Identify target pupils/families * Analysis of Attendance survey data to identify reasons for non - attendance * Sharing current good practice across the cluster- * Completion of School Refusal 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 * 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 Aug 23 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 * Parental Survey data will provide parent/carer voice for individual schools as well as Cluster * Pupil Survey data will provide pupil voice for individual schools as well as Cluster * Impact will be a universal approach across the Cluster to supporting good attendance. Attendance will be measured weekly and monthly to highlight days as well as percentage * Cluster – planning for Pupil Wellbeing Meetings will provide further data for this * School Refusal Attendance Questionnaire will provide individual pupil and family data for non – attendance. * Outcome Star data before and after 12-week review period – medium * Long term aim positive impact upon attendance * Cluster meetings – attendance strategies and review discussed as an agenda item and shared * 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 |  |  |
| To further develop transition in the Cluster including pupil confidence, participation and performance skills in playing a musical instrument. | **Teacher and practitioner professionalism** | | **Performance Information**   * (**Quantitative**)   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  **Curriculum and assessment**   * (Observations)   Pupil confidence  Pupil creativity |  |  |
| Continue to develop digital pedagogy, to include joint topics where cluster schools will share video footage with one another and High school pupils will mentor and support primaries. | **School and ELC leadership**   * Deploy Cluster Digital lead to liaise with Digital Champions to ensure effective staff CLPL in order to teach a variety of appropriate computer science topics. * Joint topics will be identified where schools will share video footage with one another and High school pupils will help mentor and support primaries.   **Parent/carer involvement and engagement**   * Cluster Digital lead, Alistair McKay, to engage hard to reach parents with activities on glow where workshops will be arranged to improve digital engagement from parents, particularly around homework.   **Teacher and practitioner professionalism**   * 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.   **School and ELC improvement**  DYW to be developed across the cluster in terms of a digital offering in addition to a community element. | | **Curriculum and assessment**   * Pupils will exemplify improved digital skills, particularly across literacy and IDL where ‘green screen’ and coding will continue to be used to great effect in terms of cross curricular planning. * Regular surveys for teachers to gather views and feedback re CLPL. * Regular surveys for parents to gather views on accessibility of glow.   **School improvement**   * Digital Champion and Digital Pedagogy Lead will work together to track and monitor progress in pupils. |  |  |
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| **Final evaluation:** | | | | | |

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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? | | Improve attainment levels for learners with a focus on Literacy and Numeracy at key stages |
| Person(s) Responsible  Who will be leading the improvement? | **Head Teacher- Caroline Docherty**  **Depute Head Teacher – Margaret M. Elliott**  **Literacy Lead**  **Numeracy Lead** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1,2,3** | | **NIF Driver:1,2,3,4,5** | | | |
| **NLC Priority:2,3,5** | | **QI:1.1, 2.5, 2.7,3.13.2** | | | |
| **PEF Intervention:2,3,9,10** | | **Developing in Faith/UNCRC:Developing in Faith 2,3 and 6, Article 3, 12, 28,29** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  Staffing commitment totalling £55,244 for Aug – April, £30,444 for April to Aug (based on previous years figures  Mr Mullen 0.4fte enables staff member to be released to take on Attainment Teacher Role – delivery of Read, Write Inc for noted pupils.  Match funding for 0,5fte enables teacher to be released to take forward targeted interventions for literacy and numeracy – Pr. 4 - 5  Probationer - 0.12fte school contribution releases staff member to carry out targeted interventions for literacy and numeracy – Pr 1,2,3 | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  *Our data is robust and gives a clear indication of attainment, gaps and pupil needs at all stages. There is clear evidence in our tracking that progress and improvement in attainment levels are evidenced from one stage to the next (and also at key points in the school year) with individual pupil learning journeys transferred from one stage to the next. Pupils are well tracked at all stages in Literacy and Numeracy with our recent attainment data indicating clear gains in attainment for Pr. 1,4 and 7 in comparison to the previous year.* **On average 10.75% gain in overall attainment for Pr.1, 11.5% gain for Pr. 4 and 4% gain for Pr.7.** *Our attainment data also indicates a small to high percentage of pupils sitting on amber for aspects of literacy at Pr 2,3,4,5 and 6 (data noted in short term targets). Focused interventions at the universal and additional level is our agreed action to impact attainment and narrow the gap. Our priority next session will be a focus on continuing to narrow the attainment gap at these stages using noted interventions, additionality in staffing for targeted supports, improved parental engagement through parent workshops, information leaflets, regular attainment reviews and shared and renewed approaches to pedagogy.* | | | | | |
| **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) |  |  |
| **Provide targeted support for cohorts of pupils at risk of not achieving Early, First or Second Level in**  **NUMERACY.**  *Pr. 3 target 16% sitting at amber increase from 76% to 86% ( gain of 10%)*  *Pr. 4 target 14% sitting at amber increase from 72% to 82% (gain of 10%)*  *Pr. 5 target 13% sitting at amber, increase from 78% to 88% (gain of 10%)*  *Pr. 6 target 10% sitting at amber, increase from 73% to 83% (gain of 10%)*  *Pr. 7 target 7% sitting on amber , increase from 78% sitting on amber to 85% (gain of 7%)* | 1.Identify cohorts of pupils most at risk of not achieving – audit of attainment in Maths (Malt), SEAL Maths, SNSA diagnostic  2.Identify most appropriate supports to impact attainment- team teaching, targeted support, number talk sessions, Number Box, IDL Numeracy and Sumdog,  3. Identify most appropriate staff to impact change –Attainment Teachers P3 and P4 GRoss, P5 and P6 TElder, CRT, CAT, CST.  4.Set timescales for delivery of interventions – Sept – Dec, Dec – March, April - June  5.Review attainment after intensive period of intervention and direct teaching sessions- number of sessions recorded to track impact  6. Planned programme of whole school peer observations to share standards – termly focus  7. Implement new progression planners for Maths with a clear alignment to Benchmarks, SEAL, | | **Performance Information**  Pre-/post assessments –qualitative data- long term  \*pre/post teacher survey  \*Learner Feedback  \*Teacher Feedback- termly uplift  \*Parent Feedback  \*Increased levels of parental engagement- long term  \*Sumdog and IDL Numeracy data  \*Progress and Achievement- long term |  |  |
| **Provide targeted support for cohorts of pupils at risk of not achieving Early, First or Second Level in Literacy – Reading and Writing**  **READING**  *Pr. 3 target 16% sitting on amber, increase from 71% to 81% (gain of 10%)*  *Pr. 4 target 7% sitting on amber, increase from 72% to 79% (gain of 7%)*  *9 pupils sitting as RED in Pr. 4 accounting for 21% of the Pr. 4 cohort*  *Pr. 5 target 10% sitting on amber, increase from 85% to 90% ( 5% gain)*  *Pr. 6 target 6% sitting as amber, increase from 79% to 85% ( 6% gain)*  *Pr. 7 target 18% sitting on amber, increase from 76% to 86% (10% gain)* | 1.Identify cohorts of pupils most at risk of not achieving – audit of attainment in Reading (PIRA, YARC) Spelling (SWST), Reading, SNSA diagnostic and Writing attainment (Scottish Criterion Scale) .  2.Identify most appropriate supports to impact attainment-Reading for Comprehension- Resource texts and Reading Box, whole school approach to reading for enjoyment, Rainbow Reading, Introduction of Accelerated Reading for P3 and P4, Assisted Reading for Pr. 5- 7 cohorts.  3. Identify most appropriate staff to impact change- Early Intervention Teacher – P1 and P2, Attainment Teachers P3 and P4 GRoss, P5, P6 and P7 TElder, CST for P5 and P6 cohort, class teachers involved in practitioner inquiry/sharing pedagogy  4.Set timescales for delivery of interventions - Sept – Dec, Dec – March, April - June  5.Review attainment after intensive period of intervention and direct teaching sessions – number of sessions recorded to track impact  6. Planned programme of whole school peer observations to share standards  7. Implement new progression planners for Literacy with a clear alignment to Benchmarks | |  |  |  |
| **Provide targeted support for cohorts of pupils at risk of not achieving Early, First or Second Level in Literacy – Reading and Writing**  **WRITING**  *Pr. 3 target 16% sitting on amber, increase from 71% to 81% (gain of 10%)*  *Pr. 4 target 12% sitting on amber, increase from 67% to 73% (gain of 8%)*  *9 pupils sitting as RED in Pr. 4 accounting for 21% of the Pr. 4 cohort*  *Pr. 5 target 15% sitting on amber, increase from 70% to 80% ( 10% gain)*  *Pr. 6 target 13% sitting as amber, increase from 69% to 79% ( 10% gain)*  *Pr. 7 target 20% sitting on amber, increase from 73% to 83% (10% gain)* | 1.Identify cohorts of pupils most at risk of not achieving - audit of attainment in Writing (Scottish Criterion Scale), teacher professional judgement.  2.Identify most appropriate supports to impact attainment- Clicker 8, IDL Literacy, shared approaches to pedagogy – Flipped learning, PM Writing Big Books  3. Identify most appropriate staff to impact change- Attainment Teachers - P2, P3 and P4 GRoss, P5, P6 and P7 TElder, CST for P5 and P6 cohort, class teachers involved in practitioner inquiry/sharing pedagogy  4. Whole school focus on effective teaching and learning in writing – pedagogy team to support staff development  5. Weekly guided reading sessions to examine writer’s craft to be a feature of whole school practice – use of Big Books to examine text, what makes a good piece of writing  6. Moderation cycle fully implemented to ensure sharing of standard in school and at cluster level – reach out to Glasgow schools in cluster for across authority working  7. Implement new progression planners for Literacy with a clear alignment to Benchmarks | |  |  |  |
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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 further improve outcomes for learners with further developments in HWB for all |
| Person(s) Responsible  Who will be leading the improvement? | **Head Teacher- Caroline Docherty**  **Depute Head Teacher – Margaret M. Elliott**  **HWB Leads – Carina Watt and Kelly Ross** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1,2,3** | | **NIF Driver:1,2,3,4,5** | | | |
| **NLC Priority:2,3,5** | | **QI:1.1, 2.5, 2.7,3.13.2** | | | |
| **PEF Intervention:2,3,9,10** | | **Developing in Faith/UNCRC:Developing in Faith 2,3 and 6, Article 3, 12, 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?  *Our rationale is to remain with a continued focus on improving the wellbeing of all children and staff, ensuring children feel loved, nurtured and empowered and that staff feel valued, respected and empowered to thrive in all aspects of their lives. We aim to do this through collaborative work practices with all stakeholders and in partnership with noted agencies. We aim to do this by making sure we have the right supports available at the right time and delivered in the right places to ensure equity for all. Data obtained from SDQ analysis, data for pupil and staff absence, parental concerns, review of nurturing principles and professional dialogue discussions with staff and cluster combined to identify a clear rationale for further work to be undertaken at school and cluster level to support Health and Wellbeing of pupils and staff. Attendance was identified as a cause for concern at both school and cluster level leading to inclusion in both school and cluster plan. Staff welllbeing remained a priority with the role of the Church and its’ place in supporting spiritual wellbeing identified as a priority at both school and cluster level. The school recognised that while the role of LIAM (low intensity anxiety management) and the school counselling service had a most notable impact on identified pupils, staff recognised there was a role for a planned and progressive programme to support the management of emotional wellbeing that led to an agreement at school level to introduce Emotions Works as a whole school approach to support emotional literacy Aug’22. Our Depute Head Teacher undertook CPD in Drawing and Talking Therapy and leading to an additional school offer that also includes Seasons for Growth. To date the school has not secured its Silver Award for RRSA and agreement was made at school level to gather evidence necessary to move to the next level of accreditation. Staff agreed that during this cost of living crisis that the role of the Financial Inclusion Team was vital to support our most vulnerable families and that all efforts were undertaken to poverty proof our school.* | | | | | |
| **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 allocation for P7 pupils in receipt of FSM – to ensure equity of opportunity for outward bound experience at Strathclyde Park | | | | | |
| **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 of pupils (from previous year’s attendance figures) leading to improved wellbeing, attainment and outcome for learners**  *Target below 95% attendance*  *Specific targeted plans for noted families with a history of non engagement and ongoing poor attendance* | \*Targeted family engagement work with identified families – developed through role of Community Learning and Development Officer, Family Engagement Officer and school Attainment Teacher for Family Engagement (AMMcGlone)  \*Full implementation of Cluster Attendance Policy | | Pre and post intervention - attendance data  \*Pre – post intervention feedback – pupil and parent |  |  |
| **Pupil Support approaches promote a climate where children feel safe and secure** | \*Full implementation of Emotion Works to support emotional literacy  \* Continuing the Journey towards the UNICEF Rights Respecting school status and embedding a child rights approach into all aspects of school life  \*Continued role of planned interventions - Seasons for Growth, School Counselling, LIAM Programme, Circle of Friends, Drawing and Talking Therapy, Play Therapy, Make and Create Arts, Big Cook, Little Cook | | \*Pre and post pupil feedback  \*Pre and post teacher feedback  **\*** Values themed assemblies further developed to support Rights Respecting school –Silver Award  Whole school focus on Rights Respecting School  Monthly meetings undertaken by Rights Respecting School Steering Group  Agreed actions taken forward |  |  |
| **Staff see their Wellbeing supported as a means to enable the support of children** | \*Colleagues formally discuss the concept of self-care  \*Informal ‘wellbeing check ins’ are common practice to monitor how staff are feeling  \*Signposting: colleagues know where, and how, to access support, resources and online development opportunities.  \*The role of the church, prayer and Ignatium spirituality is explored, engagement with Encountering Christ HS sessions as a means of supporting staff wellbeing and as a community of faith both at school and cluster level.  \*Lanarkshire Mind Matters courses and wellbeing planning tools are made available to staff to enhance existing wellbeing and resilience skills and a culture of self-care | | \*Pre-post surveys  \*Impact on wellbeing is highlighted, reduced anxiety and increased confidence.  \*Staff feedback  \*Regular Signposting for all staff  \*Uptake of staff in relation to Ignatium Spirituality  \*Commitment of staff to attend school prayer services, cluster Masses, staff retreats, Encountering Christ sessions at HS |  |  |
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| **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 improve outcomes for learners with a review of our Curriculum Rationale |
| Person(s) Responsible  Who will be leading the improvement? | **Head Teacher – Caroline Docherty**  **Depute Head Teacher - Margaret Maria Elliott**  **Principal Teacher- Lisa Drummond**  **Pathfinder Digital Lead –Alistair Mackay**  **Working Party Leads** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1,3,4** | | **NIF Driver:1,2,3,5** | | | |
| **NLC Priority:1,2,4** | | **QI:1.5,2.2,2.7,3.1,3.2,3.3** | | | |
| **PEF Intervention:5,8,9,10** | | **Developing in Faith/UNCRC: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 priority? What data did you have to support this?  Our Curriculum Rationale was written up a number of years ago and whilst it has a focus on digital, STEM and skills for learning , life and work a refresh was identified in response to ongoing developments and improvements at school level and both local and national reviews of curriculum content whilst taking account of our unique context. We were awarded the Digital School Award in June 2023 in recognition of the significant level of work undertaken across the school and nursery to enhance the quality of teaching and learning and have been recognised at authority level for our provision for School Sports – NL School Sports Award Winner 2019 and School Sports Award. Our school teams are NL Netball Champions and Gaelic Football Champions (June 2023). We are currently working towards our 6th Eco Flag and won the Social Enterprise Academy Award (June 2023) for our Pr. 3 Enterprise work. Our focus on STEM remains in place this session as we work to create a progression pathway that makes full use of our STEM resources, our links with West Partnership, Glasgow Science Centre and NL authority support. Our whole school focus on HWB has developed considerably in recent years and this requires to be reflected more fully in our curriculum rationale as we aim to Get it Right for Every Child. | | | | | |
| **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) |  |  |
| **An improved curriculum that meets the needs of learners and reflects our unique context and school aspirations** | \*Engagement with pupils, staff, parents on what is important to them to ensure positive outcomes for learners and to prepare them with skills for learning, life and work.  \*In-service days allocated to staff dialogue and agreed next steps around what our curriculum looks like and hopes to achieve – audit, review, plan for changes and review  \*Engagement with NL Curriculum Refresh Toolkit  \*Professional Reading – Education Scotland  \*STEM Lead to refresh STEM progression Pathway and align to format used for Literacy and Numeracy  \*Working Parties to refresh progression pathways and align to Numeracy and Literacy Pathways – Expressive Arts | | Pre and post evaluations – staff  Pupil and parent surveys  Stakeholder surveys  Review of current rationale mapped to whole school improvements and achievements  Engagement in Curriculum Refresh Toolkit  Completed Curriculum Rationale that reflects contributions of all stakeholders, that recognises school improvements and is aspirational for all.  Submission to Education Scotland for Digital Wellbeing Cyber Resilience  and Internet Safety Award |  |  |
| **Further develop a STEM programme in partnership with North Lanarkshire Pedagogy Team** | \*Carry out further audit of STEM resources in light of new purchases  \*Purchase STEM resources to further support whole school progression framework  \*Develop whole school STEM progression framework  \*Establish STEM classroom that is fully resourced to support delivery of STEM across the school.  \*Make up calendar for delivery of STEM across the school  \*Staff twilight sessions to be identified on calendar  \*Team teaching session times to be organised  \*CLPL opportunities created for all staff across the cluster  \*Learning visits made by specialist teachers to support colleagues  \*Continued link with West Partnership, New College Lanarkshire, SMARTSTEM | | Pupil feedback - data enjoyment scores  Staff pre and post evaluations  Class observations by HT and peers  Ongoing development of a whole school approach to STEM  Staff engagement in CLPL  Team teaching to further develop teacher confidence |  |  |
|  | \*Working Parties to refresh progression pathways and align to Numeracy and Literacy Pathways – Expressive Arts | | Working Parties – progression pathways reviewed and updated |  |  |
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| **Final evaluation:** | | | | | |

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| Nursery Long Term Outcome  What do you hope to achieve? What is going ot change? For whom? By how much? By When? | | Further improve outcomes for learners through the development of quality partnership and engagement with all stakeholders |
| Person(s) Responsible  Who will be leading the improvement? | **Head Teacher -Caroline Docherty**  **Lead Practitioner – Vicki Dunn** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1,2,3** | | **NIF Driver:1,2,3,5** | | | |
| **NLC Priority:1,2,3,5** | | **QI:1.1,1.2,1.5, 2.5,2.6,2.7,3.13.2,3.3** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC:Article 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?  *The nursery enjoyed a highly successful Care Inspectorate Inspection in December 2021. This led to gradings of Very Good for all 4 areas. This was most warmly received and gave due recognition to an excellent team who are fully committed to ensuring a quality service is provided for all children and where all staff feel valued and supported to meet the needs of all children. Through a process of self evaluation nursery staff identified a number of priorities that focussed on partnership working and improved engagement with parents and other stakeholders. Parental engagement was identified as a key priority for the next session. It was also agreed that focused work in partnership with Speech and Language Therapists was essential to support the evident needs emerging among children attending the nursery. The Nursery had a clear focus last session to develop the nursery grounds. This is well underway with all staff and children involved in planning for future developments. Next session we aim to further develop the nursery grounds through the creation of vegetable beds in partnership with teaching staff and pupils of Pr. 1. The development of our transition programme will be further developed to strengthen our home, nursery, school partnership.* | | | | | |
| **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** | **EVALUATION CHECKPOINT 2** |
| 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) |  |  |
| All children are participating in a range of progressive and creative outdoor learning experiences as part of the HWB curriculum displaying ownership of the developing nursery grounds | \*Children are actively engaged in partnership work with Pr. 1 to grow their own vegetables  \*Opportunities for parental engagement are created throughout the year to promote outdoor learning – nursery events, nursery fundraising, outside visits, development of nursery allotment | | \*Pre – post evaluations  \*Pre – post parent feedback – garden allotment work, Cook along sessions, Speech and Language activity work  \*Evidence of impact of interventions in nursery setting – turn taking, active listening, joint planning, sharing successes  \* |  |  |
| \*Children are participating in family play and stay , Book Bug sessions, Big Cook, Little Cook cookalong sessions | \*Families are actively engaged organised visits to local library for family Book Bug sessions.  \*Families are actively engaged in stay and play activities to promote positive , quality interactions and to share approaches to develop good literacy skills ( speech production, receptive and expressive language)  \*Families are actively engaged in cookalong sessions with nursery staff to promote healthy eating, affordable meals, positive interactions between parent and child. | | \*Pre – post staff evaluations  \*Record of staff observations |  |  |
| Children are participating in planned speech and language programmes as a result of in house training and and in response to recognised needs | \*All staff have undertaken training in Languageland and Colourful Semantics  \*All staff are engaged in staff training with Speech and Language Therapists  \*Children are engaged in Languageland focused activities to promote turn taking, focused listening, focused talking  \*Children are engaged in Colourful Semantics  \*Noted children are involved in Play Box activities to promote positive interactions | | \*Pre – post staff evaluations  \*Record of staff observations  \*Report for parent |  |  |
| Becoming a Rights Respecting school and embedding a child rights approach into all aspects of nursery life –working towards Silver Award | Complete questionnaires and create nursery action plan.  Positive Impact of nursery life is evident  Children identify as global citizens  Effective partnership working  Staff engagement in West Partnership Self Evaluation framework as part of self evaluation process. | | Children’s drawings and photographic evidence will demonstrate that almost all children are beginning to develop an awareness of the rights they are entitled to  Training for staff.  Healthy Schools (links to UNCRC on planners)  Child’s voice is heard using the mosaic approach.  Becoming a Rights Respecting nursery and embedding a child rights approach into all aspects of nursery life |  |  |
| Staff wellbeing remains a key focus.  Colleagues formally discuss the concept of self-care  Informal ‘wellbeing check ins’ are common practice to monitor how staff are feeling  Opportunities are provided to encourage social conversation within teams  Signposting: colleagues know where, and how, to access support, resources and online development opportunities  Participation in related CLPL is encouraged. | Staff team are invited to attend school sessions that have a focus on health and wellbeing ( including the spiritual aspect of the faith community)  Check ins for all staff - from managers, for managers, and between peers.  Communications are shared and resources clearly signposted via own channels | | Good self-care is regularly discussed, and suggestions/ strategies shared. Impact on wellbeing is highlighted, reduced anxiety and increased confidence.  Focused support is offered to staff who are experiencing difficulties. Impact on wellbeing is monitored.  Staff participation, positive impact on morale  Staff know who to contact, within and out with nursery, if they need a listening ear or practical support.  One to One Support | \*Regular sign posting in place  \*Regular attendance by staff at Encountering Christ sessions in HS  \*Mindfulness session with Edward Reid – Nov in-set day  \*Cluster Mass on August in-set day  Regular pastoral check ins | Regular staff check ins  Good staff attendance  Staff well supported on return to work after an absence  Sign posting in place to support staff wellbeing |
| **Final evaluation:** | | | | | |

**PEF ALLOCATION:**

**23 – 24 – SG Funding £75,600 – Staffing costs committed Aug – April with no carry forward to address April – Aug’24. Costing to be covered from next PEF allocation. School costs increased due to covering pointage to retain 1fte.**

**22 – 23 Carry Forward £20,831 – Committed to staffing April – Aug 23**

**23 – 24 Total Funding £96,431**

**April to Aug - £30,444 – STAFFING**

**Aug – April 24 - £55,244 – STAFFING**

**Total projected spend £85,688**

**nOrth Lanarkshire Council**

**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. |
| **Priority 1**  **Priority 1**  **Priority 1**    **Priority 2**  **Priority 2**  **Priority 2** | **Teacher 0.4fte £15,210 to Aug - April**  **Teacher 0.5fte (match funded)- £19,012 August to April.**  **Future costing (April to Aug) to come from next PEF allocation**  **Teacher 1fte**  **Aug – Sept – prior to Mat leave commencing to ensure continuity**  **Purchase of Assessment materials – PIRA, MALT**  **Purchase of licence – SUMDOG, IDL**  **Gaelic Football Coaching – Aug – June \_ £2,000**  **Swimming Tuition for Pr. 5 and 7 pupils -£1,940**  **All P7 pupils can attend outward bound activity at Strathclyde Park - £ - cost tbc** | **Raise attainment in Literacy and Numeracy among targeted cohorts identified in priority**  **Focus on 25 pupils who remain as Red pupils and require specific intervention to aid progress in Literacy (Read, Write Inc)**  **Improve Reading ages for Pr. 3, 4 and 5 pupils after intervention – Rainbow Reading, Accelerated Reading**  **Improve attainment for writing with targeted supports at noted stages**  **Targeted interventions in place after diagnostic assessments**  **Improve physical and mental health and wellbeing through direct coaching and participating in competitive games of gaelic football**  **Opportunity to learn to swim and opportunity to improve swimming technique**  **Opportunity to participate in outward bound activities is offered to all pupils to impact health and wellbeing, pupil self esteem and confidence – (cost for pupils on FSM heavily subsidised)** |  |  |

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. | | |