



Driving Equity and Excellence

Improvement Action Plan

Session 2019-2020

School/Establishment:	St Bartholomew's Primary, Coatbridge
Date Submitted:	June 2019
Scottish Attainment Challenge School:	Yes
Pupil Equity Fund Allocation:	£76,800 (4% taken at source)

Education, Youth & Communities Priorities

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Actions

- Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
- Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
- Raising attainment in Literacy and Numeracy
- Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

Priority 2: Closing the attainment gap between the most and least disadvantaged children

Improvement Actions

- Effective analysis of data to identify the poverty related attainment gap
- Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
- Effective use of the Pupil Equity Fund to support targeted young people
- Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

Priority 3: Improvement in children and young people's health and wellbeing

Improvement Actions

- Developing nurturing interventions and parental engagement to meet children and young people's individual needs
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Actions

- Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
- Develop an effective approach to careers education which supports children and young people into sustained positive destinations
- Improve the creativity and employability skills of our children and young people
- Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

School Vision and Values

MISSION STATEMENT

St Bartholomew's Primary School endeavours to build a stimulating, caring learning community, based on Gospel values, in which all pupils and staff have the opportunity to develop and reach their full potential. We are fully committed to working in partnership with parents, carers, clergy and the wider community to ensure St Bartholomew's provides the highest quality of education across all curricular areas, with the needs of the whole child - spiritual, physical, academic, emotional and social - being recognised, nurtured and developed.

This Mission Statement is expressed more fully through our seven aims:

- To provide a safe, secure, stimulating and inclusive learning environment where all members of our school community feel happy, safe and valued.
- To establish and maintain high, but realistic, standards and expectations for our pupils, encouraging and supporting them to take responsibility for their own learning.
- To foster a love of learning in both pupils and adults through the provision of a wide range of high quality learning experiences which are purposeful, challenging and enjoyable.
- To work in partnership with parents, parish and the wider community to ensure that our pupils participate in a range of valuable experiences beyond the classroom and have regular opportunities to make a positive contribution to their local community.
- To foster Christian values of justice, fairness, integrity and compassion, equipping our pupils to serve as responsible citizens within our school and in the local and global community.
- To provide meaningful opportunities for pupils to develop their knowledge and understanding of the Catholic faith, actively participate in religious observance and respond positively to God's invitation of friendship.
- To equip pupils with the skills and attributes necessary for making an effective contribution to an ever changing society by encouraging and facilitating enterprise, creativity and ambition.

Audit and Consultation

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

Details of engagement with parents/carers

Our Parent Council have been consulted on our strategic plan, which includes planning for improvement up until June 2019. This took place in February/March 2017 and detailed our intention to consult with a parent focus group. This focus group included a carefully selected group of parent / carers from both SIMD 1&2 and non SIMD 1&2 parents/carers. Our 2019/20 School Improvement Plan has been discussed with the Parent Council and very much follows the recommendations laid out by HMle, from their full inspection in January 2018. This followed a consultation with staff on our curriculum rationale that used a transformative change model to extract action points for further development and requirements to get there. Again, staff are aware that action points from the HMle summary of findings, has informed our priorities for the School Improvement Plan.

Details of engagement with learners

Representatives from all six of our pupil voice groups which included the chairperson and secretary from each group have been consulted on the school improvement plan. All representatives, without exception, agreed that literacy, numeracy and health and wellbeing were important priorities for St Bartholomew's pupils. In addition, they understood the need for teachers to continually reflect on the vision and values of the school in order for school improvement to take place. Learners have engaged in regular planned dialogue with peers, teachers and parents about their learning and confidently comment upon their progress in learning across curricular areas and identify their next steps in learning. Learners continue to develop as global citizens through a whole school focus. Learners continue to use pupil voice to bring about change at school level and beyond with a particular focus on health, faith and citizenship. Children continue to work in partnership with outside agencies to improve the work of their committees and take the lead in these initiatives.

2019-20 Improvement Plan

Establishment Priority 1:	Continue to raise attainment in literacy and numeracy, whilst working collaboratively through internal and external moderation activities in order to close the attainment gap.
Establishment Priority 2:	Improve the physical, social and emotion health of children by increasing opportunities for all learners and developing teacher capacity in Health and Wellbeing. Specific targeted interventions for pupils experiencing barriers to their learning, where appropriate to ensure equity and engagement.
Establishment Priority 3:	Raise attainment in STEM through the provision of high quality, enjoyable, progressive, challenging and relevant learning experiences for all pupils, with specific targeted interventions for pupils experiencing barriers to their learning.

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

Education, Youth & Communities Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> 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 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information 	<ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people's health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

<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>	Developing in Faith Themes	<i>All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i> <i>The articles can be found here.</i>	
	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		
	5. Serving the common good.		

IMPROVEMENT PRIORITY 1:		Continue to raise attainment in literacy and numeracy, whilst working collaboratively through moderation in order to close the attainment gap.			
Person(s) Responsible Who will be leading the improvement?		All staff, led by M MacIntyre (Literacy Champion) and K McLean (Numeracy Champion) with the support of D Bolland.			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
QI 1.2, QI 3.2	1,4,5,6,7,12	2,4,5	1	1, 2	RRS Article 3

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p>All pupils across all stages will be consistently provided with high-quality, engaging literacy and numeracy learning experiences. Increase pupil attainment in targeted year group's reading as measured by achievement of a level in Primary 5 and Primary 6 >70%</p> <p>In writing, Primary 5 and Primary 6 >65%.</p> <p>Increase pupil attainment in numeracy as measured by achievement of a level in Primary 5 and Primary 6 >70%.</p> <p>All other stages to be in line or exceeding national average attainment figures.</p>	<p>Develop learning and teaching strategies for reading, writing and numeracy through current Active Literacy courses/ Seal training/ Number Talks.</p> <p>Further develop and implement improvements in reading through 'Accelerated Reading' in order to enhance skills in reading for enjoyment.</p> <p>Further develop and implement improvements in writing through 'Big writing' in order to enhance skills.</p> <p>Further develop and implement improvements in numeracy through SEAL, Number Talks, Number Box and Catch up Numeracy in order to enhance both mental maths and numeracy skills.</p> <p>Protected time, one day per term to plan high quality literacy learning experiences, collaboratively with stage partner as part of moderation.</p> <p>Environmental assessment activities across levels.</p> <p>Targeted teacher learning support in classes where significant numbers of children are out with expected levels in literacy.</p> <p>Peer visits in order to share good practice across stages, applying principles of progression frameworks.</p>	<p>Forward Plans, classroom visits, jotters, learning journey folders, twitter and class pages on website will provide combined evidence of high-quality literacy and numeracy learning experiences across all stages of the school.</p> <p>In addition to;</p> <p>Learner Feedback</p> <p>Teacher Feedback</p> <p>Parent feedback</p> <p>Assessment data</p> <p>Use of purchased materials to support pupil knowledge and skills</p> <p>Pre/ post child and teacher survey</p> <p>Standardised Assessment at P1, P4,P7</p> <p>MALT Assessments</p> <p>Sumdog tracking of modules.</p> <p>Professional judgement in achievement of a level</p> <p>End of unit assessments and bi annual testing in PHAB and YARK.</p> <p>CEM assessments to be administered annually.</p>	<p>Non PEF - Cost of Active Literacy Courses for relevant staff.</p> <p>Cost of Seal, Number Talks, Number Box and Catch Up</p> <p>Numeracy resources and training</p> <p>PEF - Cost of acting Depute to track and monitor attainment throughout the school.</p> <p>PEF – 1FTE teacher to facilitate targeted learning support, dedicated collegiate planning teacher time, interrogation of data to support identification of appropriate interventions and peer visits.</p>	<p>Termly monitoring of Forward Plans, class visits, jotters.</p> <p>Monthly monitoring of Learning Journey folders.</p> <p>Termly Pupil Progress meeting to discuss data and appropriate interventions.</p> <p>Termly collegiate planning and Excellence and Equity time to plan and interrogate data.</p> <p>End of unit assessments and bi annual testing in PHAB and YARK.</p> <p>CEM assessments to be administered annually.</p> <p>End of concept assessments in numeracy. End of unit assessments in TJ, catch up numeracy. MALT assessments</p>

All pupils will have daily opportunities to use a range of current, high quality literacy and numeracy resources (including ICT) to support and enhance their learning.	<p>Further embed Accelerated Reader programme and ensure daily reading for enjoyment opportunities, in addition to enhancing fluency skills. Enhanced with termly competitions to increase motivation.</p> <p>Current literacy apps to be downloaded on to class iPad's e.g. Epic and Sumdog.in order to enhance learning.</p>	<p>Forward Plans, classroom visits, jotters, learning journey folders, twitter and class pages on website will provide combined evidence of the effective and innovative use of a range of current resources across all stages of the school.</p> <p>Accelerated Reader's own assessment procedures will demonstrate success, in addition to termly competitions to increase motivation and interest.</p>	<p>Non PEF – Variety of evidence based literacy and numeracy apps to support learning.</p> <ul style="list-style-type: none"> - Accelerated Reader Programme. -Big Writing resources and training. - Number Talks - SEAL Maths - Number Box 	<p>Monitoring of Forward Plans, classroom visits, jotters, learning journey folders as per above.</p> <p>On-going monitoring of Accelerated Reader programme, Big Writing, SEAL Maths, Number Talks and Number Box.</p>
Carefully devised programmes of study, including a carefully devised numeracy pathway will ensure pupils across all stages are consistently provided with progressive literacy and numeracy learning activities, appropriate to their age and stage. Additionally, a newly devised jotter policy, handwriting policy and numeracy policy to be embedded across the school.	Whole staff meetings to facilitate feedback on progression in reading, writing and numeracy initiatives and interventions. And plan next steps.	Revised programmes of study/skills progressions for literacy and numeracy will be in place across the school and data collection at every stage, forward plans, pupil work, classroom visits and class pages on website and twitter will confirm that these are having a direct impact on the quality of provision at all stages.	PEF – acting Depute to lead tracking and analysis of literacy and numeracy data across the whole school in order to increase attainment at every stage.	Whole staff meetings, moderation meetings at a stage.
Pupils will receive accurate information on their current strengths and next steps in learning through the consistent provision of valid, reliable and meaningful assessment activities in reading, writing and numeracy.	<p>Staff will continue to participate in both internal and external moderation exercises across the school, including cluster and family group moderation activities.</p> <p>Regular standardised tests to be administered for all classes across the school, including CEM and SNSA's in addition to class based assessment.</p>	Data gathered from individual reading, writing and numeracy assessments, including CEM, will show improvement in pupil attainment over time across all stages of the school.	PEF – Cost incurred to facilitate CEM at ALL stages in order to inform literacy and numeracy attainment data, including teacher judgement data.	Regular class based moderated assessment, including three times per year (November, March & June) when moderated writing assessments are administered. Annual standardised testing, SNSA at P1, 4 & 7. CEM to be administered annually for each year group.
Pupils falling out-with their expected milestones in literacy and (particularly pupils living in SIMD 1-2) will receive modified learning programmes, additional adult support and (where appropriate) specialist resources to support them in progressing at a pace appropriate to their age and stage. (These children are identified by class teacher and SMT at Pupil Progress meetings)	<p>Teaching staff will be able to focus on children within the 'middle' group in order to affect data more positively.</p> <p>Literacy-Rapid Readers etc., GL Assessments for single word spelling and single word reading assessment, PHAB assessment and YARK assessments.</p> <p>Numeracy – SEAL maths, Number Talks and Number Box.</p>	Sample audit of summative literacy assessments will demonstrate a consistent, robust and reliable approach to assessing pupil progress, confirming CfE Level achieved and identifying next steps in learning.	<p>Non PEF – literacy resources such as Rapid Readers, PHAB &YARK.</p> <p>Numeracy resources such as SEAL maths, Number Talks and Number Box</p> <p>PEF – CEM Assessments</p>	<p>End of unit assessments and bi annual testing in PHAB and YARK.</p> <p>CEM assessments to be administered annually.</p> <p>End of concept assessments in numeracy. End of unit assessments in TJ, catch up numeracy. MALT assessments.</p>

<p>Attainment in literacy and numeracy will show improvement over time across all stages of the school, especially at the targeted stages of P5 and P6.</p> <p>As evidenced through tracking and progress meetings to ensure on track measurements in place.</p>	<p>Agreed monitoring schedule reviewing quality of teaching and learning</p> <p>Whole school focus on mental maths</p> <p>Whole school focus on consolidating previous learning of maths.</p> <p>Whole school focus on SEAL training</p> <p>Maths moderation work at cluster and family group level to establish a shared standard</p> <p>Peer Observations to ensure consistency of quality teaching and learning across all stages</p> <p>SMT to focus upon attainment groups as part of monitoring programme – achievement of a level</p> <p>Family Group work on numeracy moderation and its' impact on target group identified through MALT assessments</p> <p>Pedagogy Practitioner to lead collegiate work on moderation</p> <p>Parental engagement workshops to support learners – Pr. 1, First Level, Second Level</p> <p>Parent information leaflets to support an understanding of Maths in a real life context – early, first and second level.</p> <p>Tracking and monitoring to ensure year on year progress.</p>	<p>Assessment data for literacy and numeracy from across the school will be collated, tracked and analysed on a regular basis and used to measure progress across the school and inform interventions to support the needs of all pupils; Class Teachers' planning for learning & teaching, Excellence & Equity time and the paperwork from <i>Pupil Progress Meetings</i> will demonstrate a direct correlation between assessment data and the support put in place to meet the needs of all pupils.</p> <p>In addition to;</p> <p>Learner Feedback</p> <p>Teacher Feedback</p> <p>Parent feedback</p> <p>Assessment data</p> <p>Use of purchased materials to support pupil knowledge and skills</p> <p>Pre/ post child and teacher survey</p> <p>Standardised Assessment at P1, P4,P7</p> <p>MALT Assessments, TJ end of unit assessments and SEAL assessment.</p> <p>Sumdog tracking of modules.</p> <p>Professional judgement in achievement of a level</p> <p>End of unit assessments and bi annual testing in PHAB and YARK.</p> <p>CEM assessments to be administered annually.</p>	<p>Focus Weeks – Maths Week, Developing the Young Workforce Week</p> <p>New maths resources (PEF)</p> <p>Purchase of additional maths resources to support learners (PEF)</p> <p>PEF teacher to accommodate staff for Equity and Excellence day – analysing data/planning for interventions.</p> <p>Support for in class learning support – PEF teacher</p> <p>CLD worker for target families</p> <p>Story bag exchange – Pr.1 cohort.</p> <p>Paired reading Pr.1 and Pr.2</p> <p>Involvement of SLT – train staff in use of Language land.</p> <p>Assisted reading – parent volunteer, support staff and St Ambrose pupils.</p> <p>Reading Club – Homework Club</p> <p>Lunchtime Club</p> <p>Purchase of Accelerated Reading resources (PEF)</p> <p>Release for staff for Equity and Excellence day – analysing data/planning for interventions</p>	<p>Data to be collated 3 times per year, (November, March & June) to measure progress.</p> <p>Cluster schools training on SEAL, August In-service day.</p> <p>MALT assessments – whole school and specific family group data gathering.</p> <p>Sept'19– review of MALT assessments and plan formulated to support learners/target group</p> <p>- agree programme of Family Group work to share practices</p> <p>Oct'19– whole school audit of resources to support learners</p> <p>Moderate standards.</p> <p>Nov'19 – purchase of additional resources to support learner engagement and progress</p> <p>Nov'19 - SEAL training – in-service day</p> <p>Nov'19/Jan'20/Feb'20/March'20— Peer observations –Family Group</p> <p>February 2019,Parent Workshops</p> <p>March - Issue parent information leaflets – Literacy and Numeracy at Early, First, Second Level</p> <p>Oct'19, Feb'19. May '20–(SMT attainment groups)</p> <p>April – Post teacher/pupil survey</p> <p>June'20– post teacher/ pupil/ parent survey</p> <p>June'20 – review attainment data</p>
<p>Parents and carers will receive regular accessible and meaningful information on their child's progress in literacy and numeracy, along with input on how they can support their child's learning at home.</p>	<p>CLD</p> <p>Glow – ICT (Class teacher to support parents))</p>	<p>Feedback from parents/carers on the interim and final year progress reports will confirm that these have provided meaningful and valuable information.</p> <p>Records of parent/family engagement events, HT blog, class pages and Twitter (along with associated evaluations) will demonstrate increased range of opportunities and healthy uptake.</p>	<p>N/A</p>	<p>Formal reporting to parents, once per term.</p> <p>CLD to report regularly to parents on various initiatives to support learning at home.</p> <p>Termly parental engagement events.</p>
<p>All relevant pupils living in SIMD 1-2 will receive targeted evidence-based interventions to close the attainment gap. Staff will have a dedicated 'Excellence & Equity Focus' time once a term, in addition to termly collegiate</p>	<p>Literacy resources -Read write Inc., IDL, Rainbow reading, Supplementary Literacy programme, Comprehension training.</p> <p>Numeracy resources such as SEAL maths, Number Talks and Number Box</p>	<p>Written records in 'Excellence & Equity Focus Day' folders will provide evidence of targeted analysis and monitoring of pupils living in SIMD 1-2, along provision of a range of targeted evidence based interventions.</p>	<p>PEF – 1FTE teacher to facilitate interventions. Collegiate planning and data analysis time.</p> <p>Non PEF – SAC teacher to facilitate</p>	<p>Interventions to start immediately in August as data from previous term's pupil progress meeting will inform appropriate programmes</p>

planning time to specifically focus on the progress and provision for these children.				
Improve attendance by 3% by June 2020 for those identified children across all year groups. (Pupils with attendance rates of less than 90%)	Continue to send 5 tier letter system to produce an increase in attendance. Use CLD worker to engage with target families and to encourage writing/reading at home. School monitoring	Evidence from learner feedback, reading, writing and numeracy records and uptake of Accelerated Reader programme, Pre/Post CLD survey, Standardised assessment in P5 & P6, Parental engagement statistics and attendance data. Improved levels of parental engagement Improved Attendance and Late coming Data	N/A	Termly monitoring of attendance data, accelerated reader programme & parental engagement statistics. Sept' 2019 – audit attendance figures for 2018/19 May '20- measure impact on Late coming and attendance of target group.

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 2:	Improve the physical, social and emotion health of children by increasing opportunities for all learners and developing teacher capacity in Health and Wellbeing. Specific targeted interventions for pupils experiencing barriers to their learning, where appropriate to ensure equity and engagement.				
Person(s) Responsible Who will be leading the improvement?		All staff, led by D Bolland			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
Q1 3.1	2, 3, 5, 9,10	1, 2, 3, 5	3	3	DIF 3 RRS Article 12

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
All pupils, under the direction of the <i>Health for Life</i> pupil voice group, will be actively engaged in contributing to, drawing-up and taking forward an Action Plan for all aspects of Health & Wellbeing. There will be a particular focus on mental and physical health.	Timetabled Pupil Voice groups to meet once a month and then lead children to take part in a 'Business Meeting' in order to report collegiately with peers and then create next steps.	Action Plan will display a clear long-term strategy for the promotion of Health & Wellbeing, involving all pupils; regular review and evaluation will confirm its positive impact on day-to-day practice across the school.	Non PEF – cost to school re resources for playground games etc.	Pupil Voice groups to meet on two occasions, every term. Corresponding 'Business Meetings' will inform progress of outcomes.
Pupils across the school will receive comprehensive, coherent and progressive teaching input in all aspects of health and wellbeing, leading to a positive increase in mental and physical wellbeing among all pupils.	Effective use of Health and Wellbeing programme of study to inform planning of engaging learning in Health and Wellbeing, with a particular focus on mental and physical health. Dedicated collegiate planning time to plan health and wellbeing effectively with stage partner.	A comprehensive Nursery – P7 Programme of Study/Skills Progression for Health & Wellbeing has been put in place across the school and forward plans, pupil work, classroom visits and class pages on website will confirm that this is having a direct impact on the quality of Health & Wellbeing provision at all stages. Pupil questionnaires, observations and HT/Teacher- Pupil dialogues will confirm pupils have a greater sense of health and wellbeing.	PEF – protected collegiate planning time to plan engaging Health and Wellbeing learning.	Collegiate planning and Excellence and Equity time will occur monthly, outcomes are evaluated within this time.
All pupils will receive a minimum of two hours of high-quality Physical Education per week, leading to increased levels of fitness.	Well thought out learning and teaching in PE from both class teacher and PAHL's team. Gaelic Football to be taught in upper stages. Swimming skills to be taught in P5.	Current provision for Physical Education will be audited to evaluate and analyse the quality of experiences; any gaps identified will be addressed through support materials for staff and appropriate CPD. Changes and improvements to Physical Education at all stages will correlate with information/data gathered from audit of current PE provision.	Non PEF - Class teacher to plan effective PE learning in Health & Wellbeing, alongside the PAHL's team. PEF – Gaelic football coaching and Swimming lessons.	PE learning and teaching evaluations will demonstrate progress. (Termly) Data and evaluations from the PAHLS team.
All pupils experiencing specific barriers to their health and wellbeing (particularly those living in SIMD 1-2) will be offered prompt, timely intervention to ensure their specific needs are supported and	Low Intensity Management Trained teaching staff, (3) and school nurses to provide anxiety counselling. Dedicated Nurture classes for targeted pupils.	<i>Pupil Progress Meetings</i> will provide a forum for the identification and discussion of issues relating to the health and wellbeing of pupils.	Non PEF – CLD worker, Nurture programme and LIAM counselling.	Termly pupil progress meetings will allow for timely interventions.

<p>appropriately met. Further develop whole school understanding of nurturing principles and building resilience</p> <p>Implement LIAM programme for identified pupils</p>	<p>CLD interventions Mental health courses for all staff, as pilot from NLC Psychological Services.</p> <p>Apply knowledge and skills from Educational Psychologist's whole staff nurture training.</p>	<p>Paperwork from <i>Pupil Progress Meetings</i> will confirm the health & wellbeing needs of all pupils are regularly and systematically reviewed and that appropriate provision (including input from outside agencies and the Community Learning Development Worker) is promptly put in place. Evidence from Learning Journey folders will demonstrate specific requirements from Shannari Wheels. Pupil Feedback – LIAM Teacher Feedback Writing Records Pre/ post teacher survey</p>	<p>Review of staff training on Nurturing principles lead by Educational Psychologist LIAM resources Support of CAMHS Psychologist through NLC's SAC school offering.</p>	<p>Oct'2019 – Review of Nurture principles Oct' – June 2019, implement programme to support individual pupils who fit criteria for involvement in programme.</p>
<p>In line with '<i>Better Eating, Better Learning</i>', the nutrition and eating habits of pupils during school hours (i.e. during interval and lunch time) will significantly improve and all pupils will have regular opportunities in school to prepare/cook and enjoy nutritious food.</p>	<p>Food preparation will be Incorporated within medium term IDL planning to allow for cross curricular links and opportunities for children to increase skills and knowledge in food handling and preparation related to their topic. Mc Crone teacher to facilitate cooking and food handling lessons in order to ensure dedicated, quality teaching and learning. Primary 7 pupil and parent helps to grow food and maintain garden.</p>	<p>Audit involving pupils, parents and staff will provide a picture of current nutrition and food habits amongst pupils across the school and establish a baseline for improvement; PDSA improvement model will be used to drive forward change and measure impact of initiatives from Action Plan. Forward plans, class visits, learning journey folders and class website pages will confirm all pupils have regular opportunities to prepare/cook and enjoy nutritious food.</p>	<p>Non PEF – ingredients for various food preparation activities.</p> <p>Food for Thought grant to be used to further enhance garden area.</p>	<p>Healthy snack week to be introduced once per term and data gathered on its uptake collated.</p> <p>Three times per year, IDL has corresponding food related outcome to be evaluated.</p>
<p>Children will develop an awareness of Rights Respecting School</p> <p>Further develop as a community of faith and learning</p>	<p>Values themed assemblies developed to support Rights Respecting school. Whole school focus on Rights Respecting School Monthly meetings undertaken by Rights Respecting School Steering Group (Forward Together Pupil Voice Group) Agreed actions taken forward</p> <p>Further develop prayer and worship through a focus on the school as a community of faith promote parental engagement through attendance at class masses Planned retreats, Visits to the Church Planned Mission Week Maisie's Milk Lenten campaign. (ACN)</p>	<p>Learner Feedback Teacher Feedback Writing Records Pre/ post pupil survey Levels of parental engagement</p>	<p>Dedicated staff member to facilitate awareness across the school.</p> <p>Staff training on RRSA – (PEF)</p> <p>Mission Week led by RE Co-ordinator and 'Faith in Action' Pupil Voice group. Community Class Masses Retreats to Carfin, Schoenstatt, Parish Centre</p>	

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 3:		Raise attainment in STEM through the provision of high quality, enjoyable, progressive, challenging and relevant learning experiences for all pupils, with specific targeted interventions for pupils experiencing barriers to their learning.			
Person(s) Responsible Who will be leading the improvement?		All staff, led by D Bolland			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
QI 2.2	5,8	2,4	2,4	2,4	RRS Article 13, 3

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
All pupils across all stages will be consistently provided with high-quality, engaging ICT and technologies learning experiences. Increase pupil attainment in ICT and technologies skills. Children will apply appropriate ICT, technologies and problem solving skills across curricular areas.	Dedicated technologies focus from Mc Crone teacher for entire session, August 2019- June 2020. (Timetabled) Effective use of ICT and Technologies programme of study to inform planning of engaging learning in ICT, with a particular focus on skills.	Sample audit of summative ICT assessments will demonstrate a consistent, robust and reliable approach to assessing pupil progress, confirming CfE Level achieved and identifying next steps in learning. Revised programmes of study/skills progressions for ICT and Technologies will be in place across the school and forward plans, pupil work, classroom visits and class pages on website will confirm that these are having a direct impact on the quality of provision at all stages.	Non PEF – Mc Crone staff member to experience current ICT courses.	Termly evaluation from curricular assessments and progress.
Children will increase skills in STEM related subjects through structured experience in the 'STEM Zone'. Impact on problem solving skills within real life context.	Dedicated teaching and learning in STEM through Mc Crone teacher. Learner pathways in stem being reviewed to ensure they meet the needs of all learners. Challenge cards linked to differentiated stem resources. Challenges link to cross curricular areas and aligned to labour market needs. Raising the profile of stem skills and associated careers. Links established in the local community. Links established with St Ambrose Lead Officer for STEM to share experiences from ongoing in-service training session - SCERCC Planned model lessons to share practice Cluster working	Challenges set for children in STEM area (differentiated). Children write/evaluate their experiences within STEM zone. Parental involvement statistics – Involving parents in the strategy Working with partners and local employers to enhance the learners stem skills. Learner Feedback Teacher Feedback Writing Records Pre/ post teacher/pupil survey	Mc Crone teacher to lead and manage STEM learning and teaching. SCERCC resources provided from residential training Teacher in-service training PEF Resources from cluster working Purchased resources to support STEM programme across all stages Partnership working with Retronix Partnership working with University West of Scotland	Evaluations from Mc Crone teacher on pupil progress. Checkpoints in November and May. Sept – pre staff/pupil survey Ongoing support to all staff throughout school year Sept'2019 – STEM overview presented to all staff/STEM week (November) incorporated into all planners – to ensure a fair distribution of resources

	Links to St Ambrose High School, planned transition events Establish STEM Ambassadors, Pr.7 STEM Fair led by STEM Ambassadors			Planned cluster working dates to be agreed. Planned model lessons to share good practice, dates to be agreed March 2019,STEM FAIR May 2019,completion of staff surveys
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Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	