

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2021-22**

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| **School:** | St.Brigid’s Primary |
| **Cluster:** | St.Aidan’s High School |

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| Improvement Plan Summary | |
| Cluster Priority: | To be finalised and submitted in August 2021 |
| School Priority 1: | Covid Recovery Plan for Health and Wellbeing  To further support the mental, social, emotional and physical health of all children, families and staff. |
| School Priority 2: | Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children and young people. |
| School Priority 3: | To ensure equity for all learners and redress the overall dip in Literacy and Numeracy attainment that has emerged as a result of Covid 19. |

**Education and Families Priorities**

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

**Improvement Actions**

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

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

**Improvement Actions**

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

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

**Improvement Actions**

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

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

**Improvement Actions**

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

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

**Improvement Actions**

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

**Rationale for the Improvement Plan**

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

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

St. Brigid’s Primary is a denominational school situated in the village of Newmains. The school serves a relatively diverse catchment area in socio economic terms. A large proportion of the local area is considered to be one of significant deprivation. The role is currently 172 pupils. The majority of pupils (58%) live in SIMD categories 1-2. 36% of pupils are currently in receipt of free school meals and 40% receive a clothing grant.

Overall, pupil attendance rates are good with an overall attendance rate of 95.5%, with most children having an average attendance of over 95%. Poor attendance is an issue for a few vulnerable pupils. The school continues to try and build positive relationships with targeted families and support them to ensure their children attend school regularly. Where this has not been successful, Social Work and the Children’s Reporter have been informed.

There are 11.6 teaching staff, comprising of a senior management team of a head teacher and two principal teachers. At the moment the school also has a probationer.

This is reducing to 11.0 FTE in August 2021.

In the development of this year’s school improvement plan, as with all schools, the COVID 19 Recovery Curriculum and an overall focus on improving Health & Wellbeing will be at the heart of our work. However, we also have to be mindful of the National Improvement Framework (NIF) agenda and North Lanarkshire’s Education and Families improvement priorities for 2020/21. Alongside these overarching aims, we have planned our improvement agenda to address the specific challenges faced by our pupils in the unique context of our school and learning during this global pandemic.

Linking our improvement priorities to the NIF drivers and HIGOS4 quality indicators, helps us on our journey to ensuring excellence for all learners.

We strive to achieve equity for all pupils by removing barriers to learning and ensuring every child has the same opportunity to succeed. Using our sound knowledge of our pupils, alongside robust professional judgements, we can identify our most disadvantaged and vulnerable children and put interventions in place to try and ensure parity in learning.

Poverty is a significant factor in the dynamics of our community. Our school has higher rates of free school meal entitlement and clothing grant allocations than the North Lanarkshire average. Most of our pupils live in SIMD 1 and 2 with 58 % living in these two categories. The “working poor” is a term that could be used to describe a considerable number of our families. With these issues in mind, reducing the cost of the school day for parents is an important consideration when decisions are made around school activities and outings.

While we will make every effort to reflect on all five NIF priorities in our school improvement plan, it is the priority around Health and Wellbeing that we consider to be of utmost importance for our pupils during this COVID 19 crisis. Following lockdown and the closure of schools, we are aware that some pupils are anxious and worried about the world around them and are finding the return to school challenging. Information gathered from pupil responses to the Strengths and Difficulties Survey suggest that a number of our pupils have issues around anxiety, controlling emotions and expressing feelings. They need support to build resilience and develop strategies to help them feel more positive about the world around them.

Taking into consideration this information, we are developing our Health and Wellbeing focus to include outdoor learning. Research suggests that engaging with the outdoors improves mental wellbeing. This will allow pupils the opportunity to develop and make links between their learning and real-life situations. We will also carry out additional work on emotional wellbeing and emotional literacy. Nurture concepts will continue to be a focus with the aim of further embedding the nurture principles into the fabric of school life.

As with most Scottish schools, a poverty related attainment gap typically exists in St.Brigid’s Primary in terms of literacy and Mathematics. Over the last three years, data has shown that generally the gap widens in these two subjects as pupils journey from primary one to seven.

However this year, the overall attainment of P1, P4 and P7 is down significantly in comparison to previous cohorts. We believe that this is a direct result of the two prolonged school closures due to the Covid 19 pandemic.

Teacher professional judgements and SNSA assessments were carried out in June 2021 and they confirm this significant dip in attainment.

In line with the aims of the NIF, continuing to close the attainment gap is ongoing. We value early intervention, particularly at First Level, to try and stop the gap emerging. For older pupils’ specific interventions such as Read Write Inc., Rainbow Reading and IDL spelling programmes have helped boost literacy attainment in the past.

Data gathered from historical SNSA, class assessments and current professional judgements indicate that overall Numeracy/Maths attainment continues to be lower in comparison to Literacy throughout the school. Data strongly indicates that Second level Maths needs to be a focus for improvement and this be reflected in this year’s improvement agenda. We will work to put in place effective Maths interventions to the learning of pupils who are performing below where they should be for their age and stage. MaLT data and ongoing assessments will evidence progress.

Our recent experience of lockdown has revealed our need to improve our staff and pupil knowledge of digital learning. A recent parent questionnaire about the whole home learning experience, has given us a clear plan of what parents and pupils feel they need to make digital learning successful. There is further scope to embed digital learning within the classroom environment to improve learners’ experiences and blend this with learning at home. This year we will we aim to develop more opportunities and provide enriching learning experiences with digital technology.

In addition to the gap related to poverty, our school will address the barriers that vulnerable pupils experience when trying to learn. In particular, we will work with our cluster to improve attendance of targeted pupils which will in turn have a positive impact on their health & wellbeing and general academic success.

We will continue to encourage parental engagement through virtual curriculum workshops, and support networks in line with COVID 19 restrictions.

**St.Brigid’s Primary Vision and Values**

Working together, parents, pupils, partners and staff endeavoured to embed our school mission statement during this challenging academic session which is

**‘One family living and learning together in Faith.’**

All members of our school community strive to be:

* Respectful
* Safe
* Ready to learn
* Guided by God

Since returning to school after the Covid 19 closure, we are working harder than ever to re-connect as a school and live out our values and aims. This will be a focus for our School Improvement Plan this academic session 2021/2022.

**Audit and Consultation**

COVID 19 restrictions and protocols have had a huge impact on our planning for this year. In arriving at our improvement priorities, the school has also taken account of Education and Families’ priorities and an audit of the previous year’s improvement plan and engagement with parents/carers and learners.

**Details of engagement with parents/carers**

Due to COVID restrictions we have been unable to have our termly Parent Council meetings. To date we have only managed to facilitate one meeting on Glow Teams. Previously, Parent Council meetings had a focus on school improvement planning and how the school is addressing the priorities of the National Improvement Framework. Ideally, we strive to consult with the Parent Council on the self-evaluation process, school improvements and, where possible, the use of the Pupil Equity Fund but this have proved very difficult with the current COVID restrictions.

To overcome this problem, we issued two online questionnaires to seek the views of the wider parent body on their experiences of home learning and thoughts about we can improve as a school. The responses helped form our improvement agenda for this coming session.

**Details of engagement with learners**

The COVID 19 school closure has had an impact on our ability to consult with learners in the usual manner.

AifL practices continue to be an important foundation for daily engagement with pupils about their learning and progress. Class discussions around learning targets encourage a culture of improvement in the school as a whole. Through learning discussions with SMT pupils continue to show greater responsibility for their learning by setting targets.

We will continue to consult and involve our pupils in self-evaluation/ improvement agenda. Our new virtual assemblies continue to give pupils regular opportunities to reflect on the work of the school and future improvements.

A renewed focus on pupil committees will be prioritised. Time will be agreed and allocated to this important aspect of pupil voice.

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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| **Education and Families Priorities** | **PEF Interventions** | **NIF Drivers** | **NIF 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 | 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 | 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information | 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 |

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| *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.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.*  *The articles can be found* [*here*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* |  |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life |
| 1. Developing as a community of faith and learning |
| 1. Promoting Gospel Values |
| 1. Celebrating and Worshiping |
| 1. Serving the common good. |

**2021- 22 Cluster Improvement Plan**

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| IMPROVEMENT PRIORITY: | The cluster improvement plan has still to be finalised with colleagues. This will be submitted in August 2021. | |
| Person(s) Responsible  Who will be leading the improvement? | |  |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
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| **Resources**  Please include costs and, where relevant, state where cost is being met from. | | | | |

**2021-22 School Improvement Priority 1**

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| IMPROVEMENT PRIORITY: | **Covid Recovery Plan for Health and Wellbeing**  **To further support the mental, social, emotional and physical health of all children, families and staff** | | | | | |
| Person(s) Responsible  Who will be leading the improvement? | | | **Catherine Corr Head Teacher** | | | |
| HGIOS/ HGIOELC Quality Indicators | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 2.1 Safeguarding and Child Protection  2.2 Curriculum  2.4 Personalised Support  2.7 Partnerships  3.1 Improving wellbeing, equality and inclusion | | 1. Early intervention and prevention  2. Social and emotional wellbeing  3. Promoting healthy lifestyles  10. Partnership working | 1. School Leadership  2. Teacher Professionalism  3. Parental Engagement | 1. School Leadership  2. Teacher Professionalism  3. Parental Engagement | 3. Improvement in children and young people’s health and wellbeing. | RRS Article 12: Right to express views  RRS Article 24: Right to health care  RRS Article 28: Right to education |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Analysis of the HGIOS 4 - 3.1 self-evaluation audit has informed elements of the HWB improvement plan and identified appropriate staff development needs | Analyse the self-evaluation audit to identify priorities for improvement plan  CLPL identified for staff e.g.:-   * Training in use of pastoral notes & chronology * Nurturing approaches * Resilience Toolkit * Gods Loving Plan * Child Protection * ASSIST * Peep Training (Early Years) | Staff engage in ongoing CLPL related to HWB needs identified  Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence | October 2021 |  |
| Data from the SDQ has been analysed to plan for children’s wellbeing | Attend SDQ training from Youth in Mind trainers to analyse school data  Use data to identify children who may require wellbeing intervention via the GIRFEC pathway (e.g. Seasons for Growth, School Counselling) | Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence  Tracking and monitoring of staged intervention | Aug- Sept 2021 |  |
| Staff, children and young people know and understand the use of the GIRFEC principles and processes and wellbeing indicators  Identified staff (normally Named Person) are more confident in the reviewing, assessing and planning cycle using a strengths based approach on the analysis of risk and protective factors | Deliver staff training on the GIRFEC refresh to support effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.  Attend training on GIRFEC Refresh Part 2 –  A Learner Journey –   * Wellbeing Assessment * Analysing data using assessment tools * Action Planning | 100% of staff trained and are implementing the GIRFEC pathway.  Data on revised staged intervention approach will show decreasing numbers as stages escalate  Identified staff have been trained and are implementing the GIRFEC Refresh Part 2 –  A Learner Journey | October 2021 |  |
| The use of the Wellbeing Application provides a secure recording system for wellbeing assessments and plans | SMT complete the e-learning module and course  Where appropriate, Wellbeing plans are created using the app for pupils who have more significant needs | GIRFme plans are uploaded to app  Wellbeing information is safely secured on the app  Relevant staff have access to wellbeing information | Sept 2021 |  |
| All teaching staff promote the wellbeing of all children through the integration of progressive HWB programmes.  Healthy Schools Resource used to ensure progression | Continuing with implementing whole school Recovery programmes to include the following areas:-   * Resilience – normalising anxiety, setting goals, embracing failure * Self Esteem – building their own strengths * Relationships – communication and resolving conflict * Healthy bodies, healthy minds – being active, sleep patterns * Relaxation – breathing exercises, stretches * Emotional health – understanding and responding to feelings   HWB Champions attend meetings to support the implementation of the above programmes | Teachers planning will demonstrate the increased focus on mental health and wellbeing  Learning visits and teacher evaluations will show that almost all children are happy and engaged in their learning  Learner conversations will reflect understanding of planned learning.  Staff engage in ongoing CLPL related to HWB | Ongoing |  |
| All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the HWB curriculum  Identified young people will participate on progressive and creative outdoor learning experiences. | Embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.  Participate in the Active Schools led outdoor programmes e.g.   * Cycling * Athletics * Orienteering * P7 Strathclyde Park programme | Teachers planning will demonstrate the increased focus on mental health and wellbeing  Learning visits, learner conversations and teacher evaluations will show that almost all children are happy and engaged in their learning |  |  |
| Continuing the Journey towards the UNICEF Rights Respecting school status and embedding a child rights approach into all aspects of school life. | Work along with SAC HWB worker to continue journey towards Rights Respecting Schools status  Establish Action Plan for Silver   * Teaching and learning about rights * Teaching and learning through rights * Being ambassadors for the rights of others | Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to  Positive Impact of on school life is evident  Children identify as global citizens | June 2022 |  |
| Strong links with other services/partner agencies/third sector are firmly established to support pupils in their HWB recovery | Engage with appropriate partners (including 3rd sector) from Healthy Schools Plus Event  Create a bespoke programme based on the needs of our pupils (both at universal and additional levels) | Tracking and monitoring of staged intervention  Qualitative and quantative information will show that almost all children successfully engage in programmes | Ongoing |  |
| Increased family learning opportunities around developing positive mental health and wellbeing for all. | Community Learning and Development Workers supporting families to access appropriate supports and initiatives that promote wellbeing.  Sharing of good practice within the Integrated Cluster Model | Tracking and monitoring of staged intervention.  Requests for Assistance.  Health and Wellbeing Assessments.  Minutes, pastoral notes, chronologies. | Ongoing |  |
| **Staff wellbeing remains a key focus.** Managers and HWB Champions encourage good self-care and provide opportunities for colleagues to discuss their wellbeing. | Slide sets, posters and other resources are available and may be used to support team discussion and promote good self-care practice. These can be accessed via the HWB Champions Team and Work Well NL links in the resources section below. | Regular discussion and sharing of ideas and good practice. Self-care is understood as a necessity that includes physical and psychological care. Stress management skills are shared and encouraged. | Ongoing |  |
| Informal ‘wellbeing check ins’ take place regularly among staff to monitor how individuals and groups are feeling - *‘Are you ok?’ ‘Are you sure you’re ok?’* | Check ins for all staff - from managers, for managers, and between peers. Staff may benefit from buddying up e.g. wellbeing check in groups of two, three or four colleagues. | Staff talk about how they are feeling and access support from peers, managers and external support services that are clearly signposted.  Accessing support is regarded as a strength, not a weakness. | Ongoing |  |
| Opportunities are created for staff to come together for informal chat. | Regular catch ups (virtual or socially distanced if necessary) with an emphasis on light-hearted informal social conversation. | Staff participate in opportunities; there is a visible impact on morale. | Ongoing |  |
| There is clear signposting towards staff wellbeing resources, including written guidance, courses and supports. | Health and Wellbeing Champions are known to staff and have agreed methods for sharing staff wellbeing information e.g. notice board, digital folder, staff meetings, inset days.  HWB Champions are encouraged to attend HWB Champion events wherever possible. They are given time during staff meetings and Inset days to share staff wellbeing information/ facilitate wellbeing discussion or activities. | Colleagues access resources and share recommendations with each other.  All schools and centres are represented at key HWB events and all staff have access to staff wellbeing information and resources. | Ongoing |  |
| **Resources**  Healthy Schools Framework <https://healthyschools.scot/>  Resources for School Staff to Support Positive Mental Wellbeing of Children and Young People <https://education.gov.scot/media/ajhbcvmx/positive-mental-wellbeing-resources.pdf>  Building Resilience – Bounce Back  Compassionate and Connected Classrooms – Education Scotland <https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom>  Mindfulness programmes (e.g. Relax Kids, Ten for Zen)  Stress and Anxiety Training from Psychological Services  Barnardos – It’s All About Relationships <https://www.youtube.com/watch?v=0RyD-ueKCOc>  God’s Loving Plan (Scottish Catholic Education Service)  RSHP resource <https://rshp.scot/>  NHS Education Scotland Trauma informed resources and training programmes – ‘Opening Doors’ and ‘Sowing Seeds’ Animations <https://bit.ly/3gNNEI0>  Glasgow Motivation and Wellbeing Profile <https://education.gov.scot/improvement/learning-resources/wellbeing-profile-glasgow-motivation-and-wellbeing-profile-gmwp/>  **Staff Wellbeing Resources**  [Link to staff wellbeing resources on MS Teams](https://teams.microsoft.com/_#/school/files/Staff%20Wellbeing%20Resources?threadId=19%3A9e3b674f581b4e4fb275d6c512ba5c9e%40thread.tacv2&ctx=channel&context=Covid%2520Recovery%2520Plan%25202021-22%2520(Staff%2520Wbg%2520Resources))&rootfolder=%252Fsites%252FHWBChampions20%252FShared%25)  [Link to staff wellbeing resources on workwell NL](https://www.nllife.co.uk/covid-updates-mental-wellness-home-page/)  For additional/ alternative resources please contact Catherine Campbell at [campbellc@northlan.gov.uk](mailto:campbellc@northlan.gov.uk) | | | | |

**2021- 22 Digital Improvement Plan Priority 2**

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| IMPROVEMENT PRIORITY: | **Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.** | |
| Person(s) Responsible  Who will be leading the improvement? | | **Mrs Murphy PT/Digital Champion** |

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| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **4. Assessment of Children's Progress** | **1. Improvement in attainment, particularly literacy and numeracy** | **2.3 Learning, Teaching and Assessment** | **5. Promoting a high quality learning experience** | **NA** | Article 28 - right to education |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Through developed contingency and online learning plans, children and young people experience continued and progressive learning both in school and remotely. | PT and Digital Working Party to develop contingency and online learning plans for remote learning.  Staff to develop remote learning plans for those unable to be in school. Homework will be uploaded to Teams on a weekly basis.  Staff to embed NL Digital School/Virtual Classroom and National learning into remote offer.  Planning to be part of ongoing tracking and monitoring  PT/Digital Champion Track and monitor engagement of remote learners. | Planning, tracking, and monitoring  Learner evaluations  Staff consultation  Parental Evaluations | September  September – ongoing  September |  |
| Plan approaches to digital pedagogy, to develop and enhance effective learning and teaching. | Review of approaches to learning and teaching to plan for most effective digital use.  Progressive Digital Planner issued to all staff.  (Digital Champion to develop guidance on digital pedagogy)  Continue staff CLPL on pedagogical approaches to using digital technology  PT/Digital Champion develop learning and teaching policy to include digital pedagogies. | Planning, tracking, and monitoring  Staff consultation  Digital engagement data  PRD  Learner consultation  Class observations | August  September - ongoing  October |  |
| Attainment data is used to inform targeted digital interventions. | SLT review attainment data to identify learning gaps  PT target use of digital technologies to support learning interventions  CLPL to be sourced and provided on digital interventions to support learning | Planning, tracking, and monitoring  Staff consultation  Digital engagement data | Ongoing  September – ongoing  ongoing |  |
| Embed digital approaches to assessment for and of learning to inform learner’s next steps and progress. | Review school’s assessment policy  Identify digital approaches to assessment of learning  Offer CLPL on digital assessment  Develop whole school approaches to assessment for learning  Identify and implement ways digital can enhance learner feedback and collaboration. | Staff consultation  Planning, tracking, and monitoring  Classroom observations  Reporting | April - ongoing |  |
| Using digital technologies, children and young people are given increased experience of flipped learning. | Review current planned home learning  Develop opportunities for children and young people to lead their own learning at home  Use Glow and digital technologies to enable safe collaboration during flipped learning.  Provide staff with CLPL opportunities to develop skills in flipping learning and teaching. | Planning, tracking, and monitoring  Learner evaluations  Staff consultation  Parental evaluations  Digital engagement data | January - April |  |
| The impact of digital pedagogy is tracked and monitored by staff and school leaders. | Develop tracking and monitoring to include digital pedagogy  Digital Champion to track impact of pedagogies being developed  Review digital approaches to teaching and learning with all staff  Develop Teaching and Learning policy to include approaches that had greatest impact  Develop use of the Digital School to support pedagogical practice. | Planning, tracking, and monitoring  Learner evaluations  Staff consultation  Parental evaluations  Digital engagement data | ongoing  Reviewed termly  ongoing |  |
| Children and young people experience progressive digital skills within and across the curriculum. | Review digital skills experienced by young people as part of the curriculum and wider learning  Develop planning to include the teaching of digital skills across all subject areas.  Develop learning experiences to show links to the world of work. | Planning, tracking, and monitoring  Learner evaluations  Staff consultation | September – ongoing  September  November |  |
| Digital Technologies are used to continue the inclusion of the wider community and pupil voice in school improvement. | Review approaches to engaging with wider community  Discuss with community partnerships ways to engage digitally  Plan for pupil voice/pupil council groups to engage with digital technologies to develop whole school involvement  Continue development of digital transition experiences – Nursery and High School | Planning, tracking, and monitoring  Learner evaluations  Staff consultation  Parental evaluations  Digital engagement data | February  February  October  May - June |  |
| Digital skills for the whole family are developed to support access to learning. | Through attainment and engagement data identify families who may need further support.  Use Digital School guides to support wider family learning  Plan Digital workshops to support family learning. | Planning, tracking, and monitoring  Staff consultation  Parental evaluations  Digital engagement data | September - ongoing  February |  |
| **Resources**  Probooks and Elitebooks will be used for the use of targeted interventions – these have already been purchased.  IDL Literacy Intervention £199  CEM testing for P1 - £245 | | | | |

**2021-22 School Improvement Priority 3**

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| IMPROVEMENT PRIORITY: | To ensure equity for all learners and redress the overall dip in Literacy and Numeracy attainment that has emerged as a result of Covid 19. | | | | | |
| Person(s) Responsible  Who will be leading the improvement? | | |  | | | |
| HGIOS/ HGIOELC Quality Indicators | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement | | 1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership | School Leadership  Teacher Professionalism  Assessment of Children’s Progress  Parental Engagement  School Improvement  Performance Information | School Leadership  Teacher Professionalism  Assessment of Children’s Progress  Parental Engagement  School Improvement  Performance Information | Priority 2: Closing the attainment gap between the most and least disadvantaged children  Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people | Article 28 – right to education  Article 29 – goals of education |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| Children are supported through shared, consistent understanding of standards (in literacy/numeracy) and well-planned experiences and approaches based on moderation cycle to become more independent in their learning. | Sustained focus in planning and delivery of high quality core learning in Literacy, Numeracy and HWB.  CLPL identified for staff (literacy /numeracy/ Digital/ Pedagogy)  Ensure a consistent and shared understanding of standards, pace and challenge for all learners through professional dialogue and moderation of planning, experiences and high-quality periodic assessments.  Opportunities for outdoor and digital learning are embedded as part of planning and curriculum rationale. | Teachers planning will reflect core areas, outdoor/digital learning experiences.  Learning visits and professional dialogue will reflect focus in core areas Literacy and Numeracy  Teacher’s collaboratively plan virtually, bundle Es and Os and engage in professional dialogue to ensure shared understanding of standards.  Learner conversations will reflect understanding of planned learning.  Regular monitoring and tracking will show that almost all children are attaining and engaging in their learning.  Learning visits and professional dialogue will reflect range of teaching and learning approaches.  ACEL data and SNSA data generally align at the key the stages P1, P4 and P7. | Termly planning meetings.  Termly visits  Moderation activities planned in WTA  Termly sessions planned |  |
| Robust arrangements are in place to support progressive high-quality learning for children who are unable to attend school. | All children have equity of access to high quality remote learning experiences.  Ensure equity of access to technology and connectivity for all families.  Promote and familiarise staff with new Digital school/Virtual classroom materials.  CLPL ongoing for digital learning.  Review contingency planning for high quality blended learning approaches. | Audit of digital access for all families.  Request device and deploy to identified families through NLC.  Staff engage in ongoing CLPL related to digital learning and teaching.  Pre and post staff self-evaluation of training and awareness of digital resources available.  Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning. | Ongoing  Digital Champion will oversee.  Teachers will be following progressive Digital planner |  |
| .  Improve overall attainment in Maths and Numeracy across all stages.  Expected Impact  ACEL data and SNSA results will generally be in line at these key stages. P1, P4 and P7;  The number of overall children on track will increase by 20% across the school. | * Identify pupils in the inconsistent category and pinpoint gaps in maths progress through standardised assessments. * Agree and plan suitable interventions based on assessment findings. * Provide small group targeted support for identified children to address their needs * Evaluate impact of interventions. | * Pre/Post teacher judgement * Standardised assessments * Class formative assessments * Professional tracking meetings with SMT * Targeted group and one to one support for agreed pupils   Resources such as  The 5 minute Box  Catch Up Numeracy  Specific learning plans and evaluations for identified pupils | Aug- inconsistent children identified.  Sep 21 -Targeted groups  Assessments- ongoing  Tracking Meetings about support groups and impact of interventions .Ongoing  Standardised assessments P1, P4 and P7 – June ‘22 | Aug- inconsistent children identified.  Sep 21 -Targeted groups  Assessments- ongoing  Tracking Meetings- Ongoing  Standardised assessments P1, P4 and P7 – June ‘22 |
| Improve overall attainment Reading and Writing across all stages.  Expected Impact:  ACEL data and SNSA results will generally be in line at these key stages. P1, P4 and P7  SNSA across whole school P1, P4 and P7;  Th number of children on track with ACEL professional judgements in Writing will increase at each stage by 10%. | * Identify pupils in the inconsistent category and pinpoint gaps in reading progress through standardised assessments.   Agree and plan suitable interventions based on assessment findings.   * Provide small group targeted support for identified children to address their needs * Evaluate impact of interventions. |  |  |  |
| **Resources**  .  Refreshed Curriculum Narrative, Moderation Cycle, Digital School, Building Back Better research and Education Scotland Guidance  Assessments cost (if identified)  CLPL, Learning Hub and Pedagogy Team | | | | |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT: St Brigid’s Primary**

**SAC/PEF ALLOCATION (FTE or resource):**

**£46000 - 1FTE**

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2021-22**

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| **Rationale for SAC/ PEF plan** |
| Please provide below detail around your rationale for the SAC plan.  Consider the following: attainment, attendance, exclusion, participation, engagement.  Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people. |
| Literacy and Numeracy data show St..Brigid’s attainment is down compared to previous years. Turning this around is our fundamental aim.  The extra staffing provided by our PEF budget and SAC allocation will allow targeted interventions to be undertaken in literacy and numeracy. This ultimate aim of this extra input will be to raise attainment overall to pre pandemic levels or better. There will also be specific interventions for pupils in SIMD 1&2.  Established school staff, that know our pupils and their needs well, will be out of class to provide bespoke support.  One teacher will have the remit of nurture and working with specific parents. |

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| **Costings**  (FTE or resource) | **Focus area -**  **Intervention**  Literacy / Numeracy / HWB | **Intended Outcome**  Please describe your planned use of SAC/PEF allocation and what you intend to achieve. | **Evidence**  Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc) |
| **0.2 FTE**  **Probationer**  **£6605.**  **PEF Post until March 2022**  **£38890**  **Purchase of 1 FTE to allow flexibility and enable core staff to be non-class committed and provide support.**  **P5 Swimming lessons (£1400)** | **STAFFING**  Literacy  **Numeracy**  **Health & Wellbeing** | Targeted intervention of Read Write Inc Fresh Start to small support group delivered 4 blocks per week.  Literacy coach working across school to provide support for all staff. Also identifying and supporting children facing literacy difficulties and overseeing support for learning interventions including:   * Rainbow reading * Literacy consultation profile * Training of support staff e.g. SALT interventions * Liaising with SLT, Psychological services * Consultations with parents * IDL Literacy   Numeracy coach working across school to provide support for all staff. Also identifying and supporting children facing numeracy difficulties and overseeing support for learning interventions including:   * MALT assessments * Training of support staff e.g. Number Box * Consultations with parents * IDL Numeracy * Catch UP Numeracy   All pupils universally offered a chance to participate in a swimming block. | Evidence gathered through the monitoring process and forward plan feedback with a focus on ensuring high quality teaching and learning is happening across all stages.  Analysis of attainment data, staff training throughout the year offered at collegiate times as well as individual support meetings with staff.  Teachers will also analyse the impact of this work within their classes through pupil feedback.  Parents’ questionnaires will evidence some impact on home learning experiences.  Evidence of impact on attainment through assessment e.g. YARC, POLAAR, PHAB, benchmarking/active literacy assessments  SNSA data ACEL Data  Evidence gathered through the monitoring process and forward plan feedback with a focus on ensuring high quality teaching and learning is happening across all stages.  Analysis of attainment data, staff training throughout the year offered at collegiate times as well as individual support meetings with staff.  Ma LT tests, SNSA data ACEL data  Pupil / Parent survey of impact. |