



Driving Equity and Excellence

Improvement Action Plans

Session 2025-26

School:	St Margaret's High School
Cluster:	St Margaret's Cluster
Head Teacher:	Kevin O'Connor

Improvement Plan Summary	
Cluster Priority:	<ul style="list-style-type: none">• Achieving the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.• Embedding LGBT into the curriculum as agreed by SCES.• Improving Attendance to impact on attainment and achievement
School Priority 1:	To support and develop the mental, emotional, social, physical and spiritual wellbeing of all young people, families and staff.
School Priority 2:	To improve the consistency and quality of learning and teaching for all young people, leading to improved attainment and achievement for all young people.
School Priority 3:	To develop a collaborative approach to self-evaluation to ensure a positive impact on learners' successes and achievements.

Education and Families Priorities





VISION

St Margaret's High School



Changing lives through Love, Faith and Learning

MISSION

"Our mission is to use our God-given talents to live in the light of St Margaret as an inspiration of love, faith, charity and leadership to go through life doing good."

VALUES



AIMS

Our school AIMS, developed by our Columba 1400 Values Leadership Team, are:

- To develop the values, attitudes and practices that are consistent with the Invitation to faith.
- To make a positive difference to the school community by putting beliefs and values into action.
- To ensure all young people are safe, happy and supported to reach their full potential in qualifications, skills and life experiences.
- To foster a climate that enables enjoyment, excitement and excellence within all learning experiences and the wider school community.
- To develop a school community that ensures opportunity for all and fosters ambition for young people.
- To ensure experiences in our community of faith take account of the school's vision, mission, values and partnership with home and parish.

READY

RESPECTFUL

RESPONSIBLE



St Margaret's High School

3-Year Strategic School Improvement Plan 2023-26



Please find below a summary of the key school improvement priorities:

Priority	School Improvement Priorities	What will we do in Year 3?
School Priority 1	To support and develop the mental, emotional, social, physical and spiritual wellbeing of all young people, families and staff.	<p>We will aim to:</p> <ul style="list-style-type: none">• Embed the expectations and standards in the newly created Relationships Strategy with a focus on values, positive relationships, school uniform, the school environment, three clear school rules, visible consistencies for pupils and staff, clear staged intervention, and recognition of over and above behaviours.• Further develop and embed support service systems with staged intervention approaches, including the Needs Based Matrix and the use of the new Progress tracking system to provide teachers with individual pupil need information at class level.• Close the poverty-related attainment and wellbeing gap through the work of the PEF Support Team.• Sustain engagement in learning and improve attendance for specific groups of pupils and the whole school.• Ensure all pupils and staff feel supported and positive about their wellbeing.• Build on the ethos of the 50th Anniversary celebrations to sustain a legacy of partnership within the local community.
School Priority 2	To improve the consistency and quality of learning and teaching for all young people, leading to improved attainment and achievement for all young people.	<p>We will aim to:</p> <ul style="list-style-type: none">• Embed the learning, teaching and assessment framework to sustain the consistency of learning and develop more active learning experiences.• Develop a Skills Framework that embeds experiences in literacy, numeracy and health & wellbeing across all curriculum areas and articulate skills for learning, life and work.• Develop a Digital Learning Strategy to improve school communication, access to the curriculum and engagement in learning.• Further develop and embed the "Pathways to 5" Strategy with programmes of intervention to enhance attainment and engage young people pupils at risk of not achieving SCQF level awards.• Further develop the introduction of the new Progress Tracking system to provide a coherent S1-6 tracking system that will support improvements in assessment pedagogy and improved feedback to parents/carers.• Re-introduce the cycle of learning conversations to compliment the new Reporting system to ensure all young people are aware of their strengths and next steps in learning.• Implement the school's Curriculum Rationale to provide a relevant curriculum offer with clear learning pathways and connections to Developing the Young Workforce.• Embed the BGE Assessment Strategy using the new Progress Tracking system to track and monitor young people in a timely and proportionate way.• Further develop an Enrichment & Wider Achievement strategy, including the Future Friday programme, with a focus on recognising achievement, celebrating success and accreditation.
School Priority 3	To develop a collaborative approach to self-evaluation to ensure a positive impact on learners' successes and achievements.	<p>We will aim to:</p> <ul style="list-style-type: none">• Embed the statement of Vision, Mission, Values, and Aims for St Margaret's to provides a rationale and framework for planning, self-evaluation and putting faith in action.• Further develop and implement the Validated Self-Evaluation (VSE) Strategy at classroom, faculty and whole school level, involving all stakeholders, to provide priorities for school improvement.• Further develop a framework of leadership opportunities for staff, based on school improvement priorities, to embed a collegiate and collaborative culture of leadership.• Further develop a framework of leadership opportunities for young people in all year groups that recognises skills, achievements and volunteering.

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 full consultation process was carried out with pupils, parents/carers and staff in June 2023 via Pupil Voice Groups, Parent Council and an online engagement form.

This process provided stakeholders with the proposed priorities for a 3-year strategic action plan with opportunities to comment. A summary report of this online engagement is available from the school.

In addition, St Margaret's carried out targeted consultation with pupils around learning and teaching experiences and the review of the curriculum to inform this improvement plan.

In May 2024, the school carried out the annual Validated Self-Evaluation event. The VSE consisted of a team of 15 staff from within and outwith the school including colleagues from another local authority. Four HGIOS4 quality indicators were evaluated (1.3 Leadership of Change, 2.3 Learning, Teaching & Assessment, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement) and 30 episodes of learning were reviewed and evaluated.

As part of the Validated Self-Evaluation process, a comprehensive range of online feedback was gathered from pupils (274 responses), teaching staff (44 responses), non-teaching staff (6 responses), and parents/carers (108 responses).

In session 2024-25 the school carried out a further two Learning Walk programmes involving four faculties to further share practice in learning and validate our learning experiences through self-evaluation.

Cluster Improvement Plan

Session 2024-2026



Cluster:	St. Margaret's HS
Health & Well Being Fund:	£25000

Improvement Plan Summary	
Cluster Priority 1:	Achieving the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.
Cluster Priority 2:	Embedding LGBT into the curriculum as agreed by SCES.
Cluster Priority 3:	Improving Attendance to impact on attainment and achievement

2024-25 Improvement Plan



Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Keeping the Promise Award By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.
Person(s) Responsible Who will be leading the improvement?	St. Margaret's Cluster	
(Please insert the relevant information below using the codes above)		
NIF Priority: 4	NIF Priority: 4	
NLC Priority: 5	NLC Priority: 5	
PEF Intervention:	PEF Intervention:	
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? Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners. Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.		
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. No financial impact on establishments. <ul style="list-style-type: none"> A "trainer the trainer" model will ensure key staff within the cluster are able to deliver presentations and support establishments in achieving the award. NL Virtual School Principal Teacher (Acting) will facilitate information sessions and training for CIILs and nominated staff. All resources are free and have been designed to be used in any educational setting through a flexible approach, for example, as whole establishment training, personal professional learning as part of CLPL or induction training for new staff. Professional Learning sessions to support successful implementation of the Keeping the Promise Award programme are available via the Education Scotland website and through The Promise Glow Tile. Schools will be required to allocate time to enable staff to participate in training session and complete the e-learning module.		

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>
What will be the benefit for learners (be specific)?	What will be the benefit for learners (be specific)?	What will be the benefit for learners (be specific)?	What will be the benefit for learners (be specific)?	What will be the benefit for learners (be specific)?
<p>By June 2025 all learners will benefit from all staff having an increased awareness of The Promise.</p> <p>GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning.</p> <p>Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster.</p>	<p>Cluster Chair will have attended an information session on the award by the end of August 2024.</p> <p>Cluster Chair/CIIL will complete and return information on their specific plan for delivery within own cluster by the end of August 2024.</p> <p>CIIL or nominated staff member will have participated in two half day training sessions by end of September 2024.</p> <p>All staff will have participated in presentations sessions one and two of the Keeping the Promise Award by February 2025.</p> <p>Most staff will have completed e-learning module June 2025.</p> <p>Majority of schools in the cluster will achieve the Keeping the Promise Award by June 2025.</p>	<p><u>Quantitative</u></p> <p>Evaluation will be completed on conclusion of training</p> <p>Recording and reporting of number of staff attending training sessions</p> <p>Percentage of staff completing e-learning module (I Promise Award)</p> <p>UNCRC Awards</p> <p><u>Outcome Measures</u></p> <p>Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions.</p> <p>Outcomes Star information</p> <p><u>Qualitative</u></p> <p>Case studies</p> <p>Anecdotal evidence</p> <p>Views or feedback from children, young people and their families</p>		
Final evaluation:				





Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Embedding LGBT into the curriculum as agreed by SCES.
Person(s) Responsible Who will be leading the improvement?	St. Margaret's Cluster	

(Please insert the relevant information below using the codes above)				
NIF Priority: 1, 2, 3, 4,		NIF Driver: 1,2,4,		
NLC Priority: 1,2,3,4		QI: 1.2, 2.2, 2.3, 3.1, 3.2, 3.3		
PEF Intervention: 1,2,5,6,8,11		Developing in Faith/UNCRC: 3, 29, 31		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<p>RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?</p> <p>🇬🇧 Incorporating LGBT education within Catholic schools fosters a safe and inclusive environment, reflecting Catholic values of compassion and respect. This initiative addresses bullying and discrimination, ensuring every child/young person/key partner, including those identifying as LGBT, feels valued and supported.</p> <p>Aligning LGBT education with SCES guidelines ensures age-appropriate content consistent with Catholic teachings, emphasising human dignity and respect for all individuals. This approach promotes understanding, reduces stigma, and prepares students to engage thoughtfully with diverse perspectives.</p> <p>Moreover, addressing contemporary issues through accurate information equips students to navigate societal complexities. Supporting mental health and wellbeing is paramount, and inclusive education reduces stigma, fostering a culture of acceptance and understanding.</p> <p>This plan underscores the commitment to creating respectful, inclusive school environments, balancing Catholic teachings with the need to support all students. By integrating LGBT education, Catholic schools can uphold their mission of compassion, respect, and holistic development, ensuring a supportive future for every child/young person.</p> <p>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.</p> <ul style="list-style-type: none"> • https://sces.org.uk/download/adaptable-equality-policy-for-schools/ • https://sces.org.uk/equality-learning-and-teaching/ • SCES - produced their own planners and resources that explore equality and inclusion. • TIE (Time for Inclusive Education) are a government funded charity leading the change. They have a useful website with links to professional reading, CLPL and resources. • The national platform for LGBT Inclusive Education which is a one stop shop for all things LGBT inclusion. 				
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)		
By June 2024 all cluster HTs will have been trained in expectation around LGBT education.	LGBT Inclusive Education event delivered by TIE (Time for Inclusive Education) - a government funded charity, currently working with NLC on their 3 year aim to embed LGBT inclusion across all sectors.	Cluster feedback forms. Inclusion within Cluster schools.		

By November 2024 all staff are expected to complete stage 1 of the CLPL pathway for inclusive education on the national platform.	20min of INSET time to be set aside for all cluster staff to complete the training.	Staff register of involvement		
By December 2024 the majority of staff will have further CPD training in LGBT education.	Explored LGBT Inclusive Education national platform with links to professional reading, planners, resources etc.	Cluster LGBT form here		
By December 2024 a the majority of staff (P1,4,7, BGE) will have familiarised themselves with SCES planners and considered how these can be incorporated into GLP / RE / HWB inputs.	Learning and Teaching for Equalities doesn't need to take place every year at every stage but rather once during each level of the child's time at school ie. in Pr1/Pr4/Pr7	Evidence of a small number of lessons having taken place.		
Equalities and Inclusion training, completed by a few of cluster schools by February 2025 inset day	This is when the diocesan training takes place. £25 per staff member or £100 for your whole staff. The Equality and Inclusion resources are the approved resources for Catholic schools to use for all the protected characteristics of the 2010 Equalities Act, not just LGBT.	Planners in use https://sces.org.uk/equality-learning-and-teaching/		
By May 2025 INSET most cluster staff to come together for stage 2 of the training.	Stage 2 involves support from TIE, visiting schools to meet with all staff to support curriculum building.	Feedback and Cluster LGBT form here		
All cluster HTs will have small steps that can be taken to reflect diversity by June 2025 .	Invest in more texts that are representative of protected groups.	Resource audit across cluster		
Final evaluation:				





Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		Improving Attendance Improving Attendance to impact on attainment and achievement
Person(s) Responsible Who will be leading the improvement?	St. Margaret's Cluster	

(Please insert the relevant information below using the codes above)				
NIF Priority: 1, 2, 3, 4,		NIF Driver: 1,2,4,		
NLC Priority: 1,2,3,4		QI: 1.2, 2.2, 2.3, 3.1, 3.2, 3.3		
PEF Intervention: 1,2,5,6,8,11		Developing in Faith/UNCRC: 3, 29, 31		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<p>RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?</p> <p>Improving attendance is crucial for children and young peoples success. Consistent attendance fosters academic achievement, social development, and overall well-being. Addressing barriers to attendance, such as health issues, family circumstances, or disengagement, ensures every child/young person has the opportunity to thrive. Implementing a cluster-wide improvement plan promotes consistency and support across schools, leveraging shared resources and strategies. This collaborative approach enhances early intervention, encourages parental involvement, and cultivates a culture of accountability and commitment. By prioritising attendance, we invest in our students' futures, ensuring they receive the education and support necessary for lifelong success.</p>				
<p>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.</p> <p>NLC Attendance Policy Map reporting FESA Interventions supported by Cluster well-being fund (highlighted)</p>				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By June 2025, improve attendance of an identified group of children across the cluster whose low attendance rate is directly impacting on attainment (Approx 5 children to be identified in each cluster school).	<ul style="list-style-type: none"> All schools will implement the refreshed NLC Attendance Policy from August 2024 Continued working alongside the CIIL, each cluster school will identify a group of children whose attendance was identified as directly impacting attainment in 2023 - 24 Head Teachers and CIIL will identify potential causes for low attendance and identify support from resources within the cluster or Third Sector support. Continued representation from all agencies at Planning for Children's Wellbeing meetings with a focus on any 	<ul style="list-style-type: none"> Monthly tracking of groups of children identified by each school with CIIL. Pre and post health and wellbeing questions will be used with learners to identify potential barriers. Discussion around effective strategies will be discussed at monthly cluster meetings. Use of Outcome Star (one sample child). CIIL will keep overview of combined attendance data and provide updates. 		

	<p>multi agency working in the locality that may help with improved attendance.</p> <ul style="list-style-type: none">• Across the year, CIIL and Heads of Establishments will monitor attendance rates, share good practice and identify universal strategies that can be used to address any gaps. This will be updated by the CIIL as part of regular updates at Cluster Meetings.• FESA will provide regular updates on caseload to Heads of Establishments at monthly meetings.			
Final evaluation:				



Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To support and develop the mental, emotional, social, physical and spiritual wellbeing of all young people, families and staff.
Person(s) Responsible Who will be leading the improvement?	K O'Connor, L Williamson, P Higgins

(Please insert the relevant information below using the codes above)				
NIF Priority: 2		NIF Driver: 1, 3, 5		
NLC Priority: 3		QI: 3.1		
PEF Intervention: 1, 2		Developing in Faith/UNCRC: 3		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. PEF PT Support Team (HWP & Attendance and Inclusion & GIRFEC Planning) & Refresh Support Base staff				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? There is a need to ensure the wellbeing of pupils, families and staff and the external adverse socio-economic conditions experienced by the school community. The effects of learning interruption on mental, social and physical wellbeing as well as more sustained attendance in school is the main focus.				
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. PT Targeted Support (House support) x 2 PT HWP & Positive Relationships PT GIRFEC & Attendance PT Physical Education & Leadership Refresh support base staff 1.4FTE				
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)		
Embed the expectations and standards in the newly created Relationships Strategy with a focus on values, positive relationships, school uniform, the school environment, three clear school rules, visible consistencies for pupils and staff, clear staged intervention, and recognition of over and above behaviours.	Relationships Strategy: <ul style="list-style-type: none"> Continue implementation of revised vision, mission, values, aims and rules. Ensure third cohort of young people and 4 staff experience Columba1400 Leadership Academy. Implement the newly created Relationships Strategy with visible consistencies for pupils and staff. Develop the recognising success programme with a cycle of events to increase pupil inclusion and engagement: HT HEART Awards, Wider Achievement SWAY, BGE HEART Award Ceremony. Use the established Needs Based Matrix to assess, moderate and review Universal, Additional and Intensive support at school, cluster and authority level. 	Consultation data with pupils, families and staff. Baseline data measuring awareness of school vision statement. Behaviour referrals on SEEMIS. Needs Based Matrix. Cluster Support Resources and Authority Support Resources.		

Further develop and embed support service systems with staged intervention approaches, including the Needs Based Matrix and the use of the new Progress tracking system to provide teachers with individual pupil need information at class level.	<ul style="list-style-type: none"> • Use the established Needs Based Matrix to assess, moderate and review Universal, Additional and Intensive support at school, cluster and authority level. • Use the Needs Based Matrix to systematically review all pupils in SMHS to ensure our planning is aligned with the Wellbeing App. • Continue to use the GIRFEC Planning approach based around “Teams Around The Child” ensuring teams are recording issues and requesting assistance using a staged approach appropriately. 	<p>Team Around The Child meeting referral and interventions.</p> <p>Needs Based Matrix</p> <p>Partnership engagement data.</p> <p>Request for assistance data outwith school.</p> <p>Cluster Support Resources and Authority Support Resources.</p> <p>Wellbeing App systems.</p>		
Close the poverty-related attainment and wellbeing gap through the work of the PEF Support Team.	<ul style="list-style-type: none"> • Implement the next Year 2 phase of PEF Support Team, including a focus on learning and inclusion, GIRFEC, Targeted Support, Digital Learning and Assessment & Moderation. • Further develop strategic planning and aims that will close the gap. • Further develop interventions that contribute to closing the gap. • Further develop changes to the school culture and pedagogical approaches that will contribute to closing the gap. 	<p>DHT PEF</p> <p>PEF Support Team of Principal Teachers</p> <p>Pupil Equity Fund</p> <p>Attainment & Wellbeing Data</p>		
Sustain engagement in learning and improve attendance for specific groups of pupils and the whole school.	<ul style="list-style-type: none"> • Further implement the revised Attendance & Inclusion Strategy with all stakeholders. • DHT Equity co-ordinate Attendance & Inclusion Strategy, and implement staged interventions, with a focus on target groups. • Develop Termly Attendance Action Meetings to track and monitor procedures for attendance. • Develop and manage a targeted caseload of pupils with identified pastoral needs and attendance below identified levels. • Use PowerBI data to identify 25% of pupils who have less than 85% attendance and plan interventions. • Partnership with Education Psychology, Home School Partnership Officer and Mental Health Counsellor to support identified pupils/families. 	<p>PowerBI daily, weekly and monthly attendance data.</p> <p>NLC attendance and late data.</p> <p>Pupil Tracking Report data for learning engagement.</p> <p>Referrals to school counsellor.</p> <p>SQA 5 @ N3 attainment results in S4.</p> <p>FESA work within cluster.</p> <p>Cluster Improvement & Integration Lead and Cluster Support Team.</p>		

	<ul style="list-style-type: none"> Sustain the Young Achievers programme for S4 “at risk” pupils. Work closely with the cluster Family Engagement Support Assistant. 			
Ensure all pupils and staff feel supported and positive about their wellbeing.	<ul style="list-style-type: none"> Development of Inclusion & Equalities Policy for pupils and ensure visibility with all young people and families, including reporting processes. Review and develop the HWB Personal and Social Education (PSE) programme across all Year Groups with a focus on improving outcomes for pupils experiencing barriers to learning. Implement the newly developed Cost of the School Day Strategy. Development of the Staff Wellbeing Strategy to compliment updated Staff Absence Procedures. A nominated Health & Wellbeing Champion to coordinate support for staff wellbeing and promote this. Further develop the pupil Wellbeing Surveys for all pupils and implement staged interventions for pupils who register trigger points on the wellbeing scale. 	<p>Staff absence data (generic).</p> <p>Baseline assessment of cost of school day.</p> <p>Qualitative survey of pupils, staff, and parents/carers.</p> <p>Uptake of families participating in recycling services for uniform.</p> <p>Uptake in families entitled to FME, EMA, clothing grant.</p>		
Build on the ethos of the 50th Anniversary celebrations to sustain a legacy of partnership within the local community.	<ul style="list-style-type: none"> Plan Community Legacy with the Parent Council. Revise the School Communication strategy and social media platform using Instagram to reach a wider depth of people in the community. Ensure all aspects of school life reflect the legacy of the 50th Anniversary including liturgical events, subject learning, school events, sporting events, commemorative resources and memorabilia. 	<p>Baseline understanding of values within school community.</p> <p>Qualitative questionnaires regarding values and legacy of school with stakeholders.</p>		
Final evaluation:				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To improve the consistency and quality of learning and teaching for all young people, leading to improved attainment and achievement for all young people.
Person(s) Responsible Who will be leading the improvement?	K O'Connor, C Lees, S Grimshaw, P Higgins

(Please insert the relevant information below using the codes above)				
NIF Priority: 4, 5		NIF Driver: 4		
NLC Priority: 2		QI: 2.2, 2.3		
PEF Intervention: 5		Developing in Faith/UNCRC: 3		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. PEF PT Support Team (STEM & Raising Attainment & DYW)				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? There is a need to sustain standards and consistency in learning experiences with a curriculum and wider achievement offer that meets the needs of all learners.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Faculty PTs strategic remit focus PEF PT x 3 (Learning & Inclusion, Tracking & Interventions, Assessment & Moderation, Digital Learning, and DYW) = £18,000 PT Enrichment & Wider Achievement (Future Friday) Development of new curriculum courses = £1000				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Embed the learning, teaching and assessment framework to sustain the consistency of learning and develop more active learning experiences.	Learning, teaching and assessment strategy: <ul style="list-style-type: none"> Implement and sustain agreed expectations of learning experiences. Develop and co-ordinate the SMHS Learning, Teaching & Assessment Framework Policy, including the professional development programme for staff. Develop and co-ordinate the self-evaluation of learning and teaching through the Learning Walk programme, including the views of both staff and pupils. Provide training and support to develop learning methodologies through the creation of an Action Group. Develop family engagement in learning experiences. 	Baseline survey of learning and teaching priorities across pupils, families and staff. Qualitative data regarding learning and teaching priorities. Qualitative observation of learning and teaching priorities and strategies being demonstrated.		
Develop a Skills Framework that embeds experiences in literacy,	<ul style="list-style-type: none"> Develop an overarching Skills Framework that allows pupils to 	Maths and English faculty achievement data.		

<p>numeracy and health & wellbeing across all curriculum areas and articulate skills for learning, life and work.</p> <p>Target outcomes are:</p> <ul style="list-style-type: none"> 95% achieving CfE Third Level by end of S3 in Literacy and Numeracy. 80% achieving CfE Fourth Level by the end of S3 in Literacy and Numeracy. 95% SCQF Level 4 Literacy in S4 65% SCQF Level 5 Literacy in S4 95% SCQF Level 4 Numeracy in S4 60% SCQF Level 5 Numeracy in S4 	<p>articulate skills in academic work and wider achievement activities.</p> <ul style="list-style-type: none"> Further develop the BGE Assessment & Attainment Framework through the implementation of new tracking and monitoring IT system in the BGE and Senior Phase: Progress (Sequential). Establish a BGE Tracking Dashboard through the implementation of Progress using Tracking data from S1 through to S3. Further develop the transition programme with secondary and cluster primary colleagues to include opportunities for curriculum area transition. Continue interventions with a target group of pupils at risk of not achieving SCQF level 3 or 4 Literacy and Numeracy Unit. Implement the established programme of intervention to engage and accredit pupils with SCQF level 3 or 4 Literacy and Numeracy Unit. Collaborate with the 2 other Progress system pilot schools (Chryston HS & Cumbernauld Academy) to moderate assessment and achievement of a level in the BGE. 	<p>Tracking system for all BGE subject ACCEL data.</p> <p>Tracking Report data</p> <p>SQA attainment data (INSIGHT)</p> <p>New Progress MIS system</p> <p>All faculties to collaborate with their respective counterparts colleagues in Airdrie Secondary Schools and agree a focus for their BGE moderation work.</p>		
<p>Develop a Digital Learning Strategy to improve school communication, access to the curriculum, and engagement in learning.</p>	<ul style="list-style-type: none"> Develop a Digital Learning Strategy that provides improved digital engagement with the school through the website, SWAY and Instagram. Develop digital learning pedagogy with a focus on supporting staff CPD and pupils experiencing barriers to learning. Co-ordinate whole school digital engagement by supporting pupil groups, faculties and staff to develop and share effective strategies for digital learning. Further develop STEM Curriculum Pathway planning in S4-6. 	<p>Baseline survey of use of digital learning by pupils and staff.</p> <p>Identified digital learning activities tracked.</p> <p>Qualitative observation of digital learning activities being demonstrated.</p>		
<p>Further develop and embed the “Pathways to 5” Strategy with programmes of intervention to enhance attainment and engage young people pupils at</p>	<ul style="list-style-type: none"> Support the implementation of new tracking and monitoring IT system: Progress. Co-ordinate tracking data in the BGE (eg standardised assessment & pathways information) and Senior Phase (Insight, CfE Machine) for the identification of 	<p>New Progress MIS system</p> <p>SQA attainment data (INSIGHT)</p> <p>Tracking Report data</p> <p>Positive destinations data (INSIGHT)</p>		

<p>risk of not achieving SCQF level awards.</p> <p>Target outcomes are:</p> <ul style="list-style-type: none"> • 95% 5 @ SCQF level 3 achievement in S4 • 90% 5 @ SCQF level 4 achievement in S4 • 50% 5 @ SCQF level 5 achievement in S4 • 15% 5 @ SCQF level 6 achievement in S5 	<p>pupils experiencing barriers to learning and the 20%/60%/20% attainment groups.</p> <ul style="list-style-type: none"> • Develop and co-ordinate the sharing of tracking data information with staff to identify the attainment gap and plan targeted improvement for those pupils experiencing barriers to learning. • Established target groups of pupils at risk of not achieving 5 SCQF level 3 or 4 awards by the time they leave school. • Established target groups of pupils to challenge attainment of achieving 5 SCQF level 5 in S4. • Establish an Aim Higher programme to support pupils in S5 achieving Higher. • Review and develop the course choice process from S4 into S5. • Sustain and continue with programmes of intervention to engage and accredit pupils at risk of not achieving SCQF level awards they are targeted for. 	<p>Refresh Support Base and Attainment Support Teacher.</p>		
<p>Further develop the introduction of the new Progress Tracking system to provide a coherent S1-6 tracking system that will support improvements in assessment pedagogy and improved feedback to parents/carers.</p>	<ul style="list-style-type: none"> • Develop the implementation of a new tracking and monitoring IT system: Progress. • Revise Tracking and Monitoring procedures for all staff and managers to ensure tracking events are used to identify underachievement and plan interventions. • To focus on 4 Tracking Report events in a session for BGE and SP with 2 events having staged intervention follow up. 	<p>New Progress MIS system</p>		
<p>Re-introduce the cycle of learning conversations to compliment the new Reporting system to ensure all young people are aware of their strengths and next steps in learning.</p>	<ul style="list-style-type: none"> • To further develop a consistent Learning Discussion format consisting of 3 designated weeks, a common learning discussion lesson, and an online Learning Profile on TEAMS for each pupil (completed by pupils). 			
<p>Implement the school's Curriculum Rationale to provide a relevant curriculum offer with clear learning pathways and connections to Developing the Young Workforce.</p>	<ul style="list-style-type: none"> • Promote the learning pathways on offer for pupils. • Sustain the work to ensure the curriculum offer is wide ranging and develops skills for learning, life and work. • Develop employability skills as part of a wider Skills Framework. 	<p>SMHS Curriculum Rationale</p> <p>Stakeholder engagement sessions.</p> <p>Attainment and wider achievement data (INSIGHT).</p>		

	<ul style="list-style-type: none"> Review, manage and implement the DYW Action Plan. 			
Embed the BGE Assessment Strategy using the new Progress Tracking system to track and monitor young people in a timely and proportionate way.	<ul style="list-style-type: none"> Embed the agreed milestone assessments across all faculties into the Progress Tracking system. Sustain an Assessment calendar for the BGE and to provide a flexible mid-term assessment approach across the year in the Senior Phase. Embed the agreed school strategy for how subjects collect appropriate assessment evidence in a varied way. Use the agreed Pathways to 5 Strategy and SQA Presentation Policy. Develop a BGE moderation programme across all curriculum areas in partnership with colleagues in the Cluster Primary schools and Chryston HS and Cumbernauld Academy. 	<p>SQA Attainment Data</p> <p>S4-6 reporting information.</p> <p>Pupil and Parental concern data.</p> <p>BGE dashboard information</p> <p>New Progress MIS system</p>		
Further develop an Enrichment & Wider Achievement strategy, including the Future Friday programme, with a focus on recognising achievement, celebrating success and accreditation.	<ul style="list-style-type: none"> Enrichment programme developed making use of after school opportunities, including Future Friday programme. Further develop the Wider Achievement Recognition programme to provide a pupil profile of activities and accreditation of volunteering hours. Further develop Alternative Curriculum opportunities (including the Barista & Podcast vocational programme) using the SCQF Framework. 	<p>Participation data.</p> <p>Qualitative data regarding pupil participation.</p> <p>Wider achievement award data.</p> <p>Barista & Podcasting materials and resources.</p>		
Final evaluation:				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		To develop a collaborative approach to self-evaluation to ensure a positive impact on learners' successes and achievements.
Person(s) Responsible Who will be leading the improvement?		K O'Connor, H Grant, L Williamson, C Lees

(Please insert the relevant information below using the codes above)				
NIF Priority: 3		NIF Driver: 2, 6		
NLC Priority: 1		QI: 3.2		
PEF Intervention: 7, 11		Developing in Faith/UNCRC: 3		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.				
PEF PT Raising Attainment				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Analysis of SQA performance trends highlights good practice in securing qualifications for the most vulnerable and this needs to be embedded. In addition, challenging pupils to achieve 5 or more N5 qualifications is an identified priority. Self-evaluation and pupil voice opportunities have been identified priorities through engagement with pupils, families and staff.				
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. Columba 1400 Leadership Programme = £15,000 Achievement support resources - £2000				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Embed the statement of Vision, Mission, Values, and Aims for St Margaret's to provide a rationale and framework for planning, self-evaluation and putting faith in action.	<ul style="list-style-type: none"> Implement and develop the vision, mission, values, aims, rules and faith in action. Further develop leadership of pupils to lead school Values using the Columba 1400 leadership academy programme as a central driver. Use reflection of faith, Diocese resources and CfE RE Principles & Practice. Engage Pupil Voice, Staff and Parents/Carers. 	Online survey form to track satisfaction with new vision statement. Before and after tracking of pupil/staff/parent recognition of school vision and values.		
Further develop and implement the Validated Self-Evaluation (VSE) Strategy at classroom, faculty and whole school level, involving all stakeholders, to provide priorities for school improvement.	<ul style="list-style-type: none"> Implement the annual VSE Strategy and calendar, including Learning Walk programme. Further develop the VSE Toolkit for activities at staff level, faculty level, whole school level. Ensure pupils, parents/carers and staff are involved in the annual VSE programme of the school. Further develop consistency of faculty actions and procedures by establishing 	Faculty data and observations. Learning experiences feedback. VSE programme validations. SQA attainment data (INSIGHT) CfE Machine		

	an agreed model of quality improvement at class, faculty, and whole school levels.			
Further develop a framework of leadership opportunities for staff, based on school improvement priorities, to embed a collegiate and collaborative culture of leadership.	<ul style="list-style-type: none"> • Staff communication systems to be further developed and implemented. • Leadership Framework for staff to be further developed and linked to school improvement plan priorities. • Further develop and implement the Staff Leadership Framework to provide professional development support and a pathway of leadership experience. 	Pupil/staff qualitative information. CLPL programme. ELT meeting time. Future Leaders programme.		
Further develop a framework of leadership opportunities for young people in all year groups that recognises skills, achievements and volunteering.	<ul style="list-style-type: none"> • Pupil Voice systems further developed. • S1-6 formal leadership roles for pupils established. • Pupil Leadership Academy programme developed to provide formal leadership opportunities. 	Pupil Voice system and group meetings. Future Friday programme. Pupil Leadership Academy.		
Final evaluation:				

PEF ALLOCATION: £137,200

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2025-26



(Internal recording; random sampling of PEF/Equity Plans will continue throughout the session).

RATIONALE FOR EQUITY PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

In session 2023/24, the St Margaret's promoted PEF roles focused on the wider health and wellbeing outcomes for pupils in S1-3. This established a range of interventions and co-ordinated support services for identified pupils.

From session 2024-25 into 2025-26, the rationale at the heart of this plan is to increase both wellbeing outcomes along with learning and inclusion experiences. A new PEF Support Team was established in May 2024 with a focus on the following: Pupil Equity & Interventions; Tracking & Interventions; Learning & Inclusion; Digital Learning; Assessment & Moderation; Targeted Support (across 4 Houses); HWB & Positive Relationships; GIRFEC & Attendance.

Our interventions will have a focus on ensuring sustainability, classroom support, family support, and pedagogical change (including the professional development and training of staff).

In summary, our SAC/PEF Plan is about implementing and embedding our approaches to universal, additional and intensive support as well effective targeted support and partnerships. Our strategy is founded on blending the implementation of specific intervention programmes with long term cultural and sustainable change.

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
	DHT Pupil Equity & Interventions £5742 PT Tracking & Interventions £7956	<ul style="list-style-type: none">Lead and co-ordinate tracking data in the BGE (eg standardised assessment & pathways information) and Senior Phase (Insight, CfE Machine) for the identification of pupils experiencing barriers to learning and the 20%/60%/20% attainment groups.Lead and co-ordinate the sharing of tracking data information with staff to identify the attainment gap and plan targeted improvement for those pupils experiencing barriers to learning.Lead and co-ordinate interventions to improve attainment gaps to support the Pathways to 5 Achievement	<p>95% of all S4 pupils in SIMD 1/2 and FME will achieve SCQF level 4 in Literacy and Numeracy by 2025.</p> <p>90% of all S4 pupils in SIMD 1/2 and FME will achieve 5 SCQF level 3 qualifications and above.</p>	<ul style="list-style-type: none">CfE Level dataYARC/MALT dataStandardised Assessment dataLeuven scale dataQualitative survey dataAttendance dataExclusion dataACEL DataSNSA DataPupil, staff and parent surveysWider Achievement participationSDS HubINSIGHT Dashboard

		<p>Strategy in S4 and Aim Higher Strategy in S5.</p> <ul style="list-style-type: none"> Co-ordinate Non-Exam Leave programme in May for a target group of S4 pupils. 		
	PT Learning & Inclusion £7956	<ul style="list-style-type: none"> Lead, develop and co-ordinate the SMHS Learning, Teaching & Assessment Framework Policy, including the professional development programme for staff, to improve the inclusion of pupils experiencing barriers to learning. Lead and co-ordinate the development of learning and teaching pedagogy in the BGE and Senior Phase, with a focus on ensuring targeted pupils experiencing barriers to learning are included. Lead and co-ordinate the self-evaluation of learning and teaching through the Learning Walk programme, including the views of both staff and pupils. Co-ordinate Non-Exam Leave programme in May for a target group of S4 pupils. 	All classes to provide all pupils with an engaging learning experience through consistent learning intentions, success criteria and skills development by June 2025.	
	PT Digital Learning £6053	<ul style="list-style-type: none"> Lead and co-ordinate the development of digital learning pedagogy with a focus on supporting staff and pupils experiencing barriers to learning. Lead and co-ordinate whole school digital engagement by supporting pupil groups, faculties and staff to develop and share effective strategies for digital learning. Co-ordinate Non-Exam Leave programme in May for a target group of S4 pupils. 	Increased engagement in digital learning of pupils in SIMD 1/2 and FME Target Groups (S1-3) with 95% engaged in digital learning in at least one curriculum area.	
	PT Assessment & Moderation £6053	<ul style="list-style-type: none"> Lead and co-ordinate the development of BGE Assessment & Moderation with a focus on supporting staff and pupils experiencing barriers to learning. Lead and co-ordinate BGE moderation activities across all 	<p>92% achieving CfE Third Level by end of S3 in Literacy and Numeracy.</p> <p>80% of pupils in S3 SIMD 1/2 and FME will achieve at least CfE Third Level in Literacy and Numeracy by the end of S3 in 2025.</p>	

		<p>curriculum areas and Cluster Primary schools.</p> <ul style="list-style-type: none"> Co-ordinate Non-Exam Leave programme in May for a target group of S4 pupils. 		
	PT Targeted Support (Iona/Newbattle) £6053	<ul style="list-style-type: none"> Lead and co-ordinate the pastoral wellbeing of a targeted caseload of pupils and families with barriers to learning across 2 Houses. Co-ordinate GIRFEC planning, personalised curriculum provision and review interventions for a targeted caseload of pupils and families with barriers to learning across 2 Houses. Co-ordinate Non-Exam Leave programme in May for a target group of S4 pupils. 	<p>Reduce the cost of the school day and ensure that 100% of pupils in SIMD 1/2 and FME Target Groups (S1-3) have no financial barrier to learning.</p> <p>Universal, Additional and Intensive support is in place for target caseload in each House.</p>	
	PT Targeted Support (Melrose/Trinity) £6053	<ul style="list-style-type: none"> Lead and co-ordinate the pastoral wellbeing of a targeted caseload of pupils and families with barriers to learning across 2 Houses. Co-ordinate GIRFEC planning, personalised curriculum provision and review interventions for a targeted caseload of pupils and families with barriers to learning across 2 Houses. Co-ordinate Non-Exam Leave programme in May for a target group of S4 pupils. 	<p>Reduce the cost of the school day and ensure that 100% of pupils in SIMD 1/2 and FME Target Groups (S1-3) have no financial barrier to learning.</p> <p>Universal, Additional and Intensive support is in place for target caseload.</p>	
	PT HWB & Positive Relationships £6053 FTE: staffing/supervision in Refresh Hub = £21,000	<ul style="list-style-type: none"> Lead and co-ordinate the development of the HWB Personal and Social Education (PSE) programme across all Year Groups with a focus on improving outcomes for pupils experiencing barriers to learning. Lead and co-ordinate the development of the Positive Relationships & Values strategy, including the recognising success programme and Columba 1400, to increase pupil inclusion and engagement and remove barriers to learning. 	<p>90% of pupils in the SIMD 1/2 and FME to report themselves “safe, happy and healthy” at the end of S3 by 2025.</p> <p>S4 Target Group of pupils to achieve 5 qualifications at SCQF level 3 and above.</p>	

		<ul style="list-style-type: none"> Co-ordinate Non-Exam Leave programme in May for a target group of S4 pupils. 		
	PT GIRFEC & Attendance No PEF cost	<ul style="list-style-type: none"> Lead and co-ordinate GIRFEC planning across all Houses and co-ordinate the implementation of the Attendance Strategy. GIRFEC Planning Co-ordinator across all Houses (including liaison with CIIL and HSPO). Co-ordination of GIRFEC matrix overview, planning, Gifme & Wellbeing App, and interventions. Attendance Co-ordinator across all Houses managing Termly Attendance Action Meetings and tracking and monitoring procedures for attendance. Manage a targeted caseload of pupils with identified pastoral needs and attendance below identified levels. 	All pupils with a barrier to learning captured in the GIRFEC Matrix with universal, additional and intensive support recorded and moderated. Increased attendance of S1-3 pupils in SIMD 1/2 and FME to 78% supporting whole school increase to 86%.	
	PT Physical Education & Wellbeing No PEF cost	<ul style="list-style-type: none"> Lead and co-ordinate Physical Education within the Faculty of Creative & Performing Arts. Lead development of pupil learning and tracking interventions in health & wellbeing. Co-ordination of health & wellbeing curriculum and course planning. Support the production of the Health & Wellbeing Improvement Plan and co-ordinate the HWB budget to target resources effectively. Lead and manage health and safety requirements and apply these as appropriate. Co-ordination of Extra-Curriculum programme for all pupils. 	Increased engagement in wider achievement activity of pupils in SIMD 1/2 and FME Target Groups (S1-3) with 95% engaged in at least one experience related to wider achievement by 2025.	
	PT DYW No PEF cost	<ul style="list-style-type: none"> Co-ordinate Positive Destinations planning and pathways (including 16+ meetings) across all Houses Co-ordinate supported curriculum experiences for leavers Develop employability skills as part of a wider Skills Framework including Employability Airdrie programme 	Increased number of pupils in SIMD 1/2 and FME Target Groups moving into positive and sustained destinations to 98% in 2025 (leavers).	

		<ul style="list-style-type: none">• Review, manage and implement the DYW Action Plan		
	PT Enrichment & WA	<ul style="list-style-type: none">• Future Friday programme• Wider Achievement programme including Employability Airdrie programme.• Alternative Curriculum opportunities (including Barista & Podcast vocational programme)	Provide opportunity for a vocational pathway for a target group of pupils in S1-3 SMID1/2 and FME (Barista/Podcast programme).	

Appendix 1:

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

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
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	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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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
	<u>PEF INTERVENTIONS</u> <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 	

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	<u>Education and Families Priorities</u> <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 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 <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>		
<ol style="list-style-type: none"> 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. 		