



Driving Equity and Excellence

Improvement Action Plans

Session 2024-25

School:	St Michael's Primary and Nursery
Cluster:	St Maurice's Cluster
Head Teacher:	Mrs Karen Greechan

Improvement Plan Summary	
Cluster Priority:	<p>1. 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.</p> <p>2. By the end of 2024/2025 we will increase the attendance of the S1 cohort from 26% of the S1 having attendance of 89% or below to 20% of S1 cohort. In doing so will increase attainment for pupils, through a shared and enriched transition programme, with a particular focus on numerously. By the end of 2025/2026 we aim to further reduce the number of pupils of the S1 cohort with attendance under 89% to 15%.</p> <p>We will increase the number of pupils achieving third level maths to 79.3% and meet the local authority stretch aim.</p>
School Priority 1:	We will ensure a consistent approach to Assessment is for Learning from P1 to Primary 7. We will refresh approaches to learning intentions, success criteria and questioning, ensuring AiFL is integral to our planning of learning and teaching and deliver best outcomes for all learners.
School Priority 2:	The pace and challenge of all learning experiences will be well matched to the needs and interests of all learners, ensuring all learners reach their full potential.
Nursery Class Priority:	By June 2025, children's outcomes will be improved across the curriculum by developing and establishing a shared understanding of Realising the Ambition with a focus on developing the children's environment including considering the experiences, spaces and interactions for both responsive and intentional planning.

Education and Families Priorities



School Vision and Values

St. Michael's Primary is a Catholic school in which all the pupils are made aware of their Christian responsibilities to each other and to the larger community. Our aim is to establish and foster a community of faith and learning in an environment characterised by mutual respect and gospel values with a focus on the five core values of Resilience, Success, Faith, Kindness and Respect agreed by pupils, parents and staff.

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)

- Regular consultation at Smart Pupil Council, Digital Leaders, STEM leaders and Reading Ambassadors
- Regular Consultation with Parent Council and parental questionnaires completed at Parents Night.

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?	<p>1. 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.</p> <p>2. By the end of 2024/2025 we will increase the attendance of the S1 cohort from 26% of the S1 having attendance of 89% or below to 20% of S1 cohort. In doing so will increase attainment for pupils, through a shared and enriched transition programme, with a particular focus on numeracy. By the end of 2025/2026 we aim to further reduce the number of pupils of the S1 cohort with attendance under 89% to 15%.</p> <p>We will increase the number of pupils achieving third level maths to 79.3% and meet the local authority stretch aim.</p>
Person(s) Responsible Who will be leading the improvement?	<p>1. Carol McShane, Karen Greechan, nominated member of staff to be discussed at next cluster meeting</p> <p>2. All headteachers, Lynzey Malone S1 DHT, Gary Lamb PT maths, Numeracy Champions</p>

(Please insert the relevant information below using the codes above)	
NIF Priority: 4, 3,5	NIF Driver: 1, 2, 4, 5, 6
NLC Priority: 1, 2, 5	QI: 1.1, 1.2, 1.3, 2.3, 2.8, 3.1, 3.2
PEF Intervention:	Developing in Faith/UNCRC: DiF 2, 3 Article 28
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?

1. 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 collegially to ensure supports are in place for children, young people and their families as required.

2. Having analysed attendance data for the current S1 cohort, it has been identified that there is a dip in attendance between Primary 7 and S1. We intend to address this through reviewing our approach to transition to ensure we identify those at risk earlier, whilst ensuring our universal offering for transition encourages all learners to improve their attendance.

We have further identified that there is a significant reduction of pupils achieving third level maths in S3 who previously achieved second level by the end of Primary 7. To address this, we will develop a Cluster Numeracy Strategy to ensure pace, challenge and progression for 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.**

1.No financial impact on establishments.

- 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.

2. Cost of cover to allow working party to meet and to release staff to attend other establishments

<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)		
<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> 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> Improved attendance, engagement, attainment, leavers destinations, staying on rates past S4, and reduced exclusions.</p> <p>Outcomes Star information</p> <p><u>Qualitative</u> Case studies</p> <p>Anecdotal evidence</p> <p>Views or feedback from children, young people and their families</p>		

	<ul style="list-style-type: none"> • Progressive planning and effective learning and teaching will seek to close the attainment gap. • The working party will consider the appropriateness and impact of numeracy interventions. • The pace and challenge of maths lessons from Primary 5 to S3 will be moderated to ensure consistent and appropriate rigour. 	<ul style="list-style-type: none"> • Summative and formative assessment procedures will provide data on the impact of the numeracy strategy for all learners. With specific data being analysed for those in need of support • Moderation activities across all establishment will ensure a consistent approach to the rigour and challenge of numeracy/maths lessons. 		
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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?	We will ensure a consistent approach to Assessment is for Learning from P1 to Primary 7. We will refresh approaches to learning intentions, success criteria and questioning, ensuring AiFL is integral to our planning of learning and teaching and deliver best outcomes for all learners.
Person(s) Responsible Who will be leading the improvement?	Karen Greechan HT, All teaching staff

(Please insert the relevant information below using the codes above)	
NIF Priority: 3, 5	NIF Driver:1, 2, 4, 5, 6
NLC Priority:1, 2	QI:2.3
PEF Intervention: 4, 5, 6	Developing in Faith/UNCRC: 2, Article 28, 29

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?

We have consulted teachers and learners through self-evaluation processes, and in doing identified an inconsistent approach to Assessment is for Learning strategies across the stages.

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.**

<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)		
All learners will co create success criteria to be fully informed in planning learning	<ul style="list-style-type: none"> • Teachers will engage in CLPL activities, exploring high quality learning intentions and success criteria • Pupil focus groups will explore learners' perceptions of LI and SC • Moderation of LI and SC criteria will take place through peer visits and staff and pupil feedback • School based guidance will be collegiately agreed on the use of LI and SC to best meet the needs of pupils and in doing so raise attainment. 	School based robust self-evaluation procedures, <ul style="list-style-type: none"> • Observed lessons • Peer visits • Pupil focus groups Monitoring and tracking procedures will analyse the impact on attainment		
We will use skilled questioning and	<ul style="list-style-type: none"> • Teachers will engage in CLPL activities, exploring 	School based robust self-evaluation procedures,		

<p>engagement to promote curiosity independence and confidence for all learners</p>	<p>effective questioning and higher order thinking skills</p> <ul style="list-style-type: none"> • We will engage in an update and refresh of Making Thinking Visible and thinking routines • Pupil focus groups will explore learners' perceptions of questioning, inclusive of MTV and HOTS • Moderation of questioning and MTV will take place through SMT and peer visits, teacher, and pupil feedback • School based guidance will be collegiately agreed on the use of questioning to best meet the needs of pupils and in doing so raise attainment. 	<ul style="list-style-type: none"> • Observed lessons • Peer visits • Pupil focus groups <p>Monitoring and tracking procedures will analyse the impact on attainment</p>		
<p>Final evaluation:</p>				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	The pace and challenge of all learning experiences will be well matched to the needs and interests of all learners, ensuring all learners reach their full potential.
Person(s) Responsible Who will be leading the improvement?	Keri Belam PT, Domenica Piraino numeracy champion, teaching and support staff

(Please insert the relevant information below using the codes above)	
NIF Priority: 3	NIF Driver:1, 2, 4, 5, 6
NLC Priority:1, 2	QI:3.2, 2.3, 2.4
PEF Intervention: 4, 5, 6	Developing in Faith/UNCRC: 2, Article 28, 29

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?

We have identified a poverty related attainment gap of 1.23pp in numeracy. We seek to close this with a review of numeracy interventions. It has been recognised through the analysis of data that more able pupils are predicted and achieving the appropriate level at the year-end of P1,P4,P7, good practice would be that more able pupils should be achieving the level at the appropriate point in their learning journey, which may be ahead of their peers. We now seek to ensure that we are meeting the needs of the more able child, with a particular focus on literacy.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**
PEF spend - Support for Learning 0.5 match funded teacher

<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)		
More able pupils will receive the appropriate pace and challenge in their learning, with a particular focus on literacy.	<ul style="list-style-type: none"> Tracking and monitoring processes will be reviewed to ensure more able pupils are quickly identified. Teaching staff will engage in CLPL and moderation regarding pace and challenge to ensure a shared understanding Differentiated learning activities will allow more able learners the opportunity to reach their full potential. Target setting will be ambitious and co constructed with learners. 	<ul style="list-style-type: none"> Robust arrangements for moderation in literacy will lead to shared high expectations for all learners <p>Consistently high standards of attainment will be evidenced through.</p> <ul style="list-style-type: none"> A robust tracking system will ensure appropriate progress for more able learners ACEL data will ensure pupils progress is in line with their potential. 		

		<ul style="list-style-type: none"> • Embedded self-evaluation procedures will measure impact 		
<p>All pupils in need of support will have appropriate and well-timed interventions in numeracy</p>	<ul style="list-style-type: none"> • Tracking and monitoring processes will be reviewed to ensure pupils in need of support in numeracy are quickly identified. • Teaching and support staff will be trained to deliver appropriate numeracy interventions such as Numberbox and SEAL • Tracking and monitoring processes will measure impact of interventions and inform and support progress in learning 	<p>Progress will be tracked through</p> <ul style="list-style-type: none"> • Individualised tracking of interventions • MALT testing • ACEL data • SNSA testing • Pupil self-assessment 		
<p>Final evaluation:</p>				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	To improve outcomes across the curriculum for all children by developing a shared understanding of Realising the Ambition, with a focus on developing the children’s environment including considering the experiences, spaces and interactions for both responsive and intentional planning.
Person(s) Responsible Who will be leading the improvement?	DHT, EY PLs and all EY Staff

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 2, 3, 5	NIF Driver: 1, 2, 4, 5, 6
NLC Priority: 1, 2	QI: 1.2, 1.3, 1.5, 2.2, 2.3, 3.1, 3.2
PEF Intervention: 4, 5, 6, 7, 12	Developing in Faith/UNCRC: 12, 13, 28, 29, 31
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
 It has been four years since the publication of Realising the Ambition: Being Me. Much has happened in that time including the introduction of 1140 hours, the Covid-19 pandemic and change in staffing. With further changes to staffing in June 2024, there will be value in revisiting the national practice guidance to take a fresh look at learning spaces, experiences and interactions within St Michael’s Nursery Class to ensure they are at the highest quality. Given that the recently developed planning format for the whole infant department draws on early years research and uses key terminology from ‘Realising the Ambition’, this priority also opens the perfect opportunity to establish truly connected, seamless and progressive approaches to learning, teaching and assessment from Nursery to Primary 3. During robust self-evaluation, progress has been made regarding incorporating ‘Realising the Ambition’ into planning while most EY staff (77%) have suggested that the focus of the next annual improvement plan should be based on children’s environments; experiences, spaces and interactions to further develop intentional and responsive planning.

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.**
Relevant documentation: HGIOELC, Realising the Ambition: Being Me, A Quality Framework
Furniture, play resources, storage
Planning documentation, tracking facilities

<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)		
All learners will experience high quality environments through the regular planning and adaptation of ‘spaces.	<ul style="list-style-type: none"> • Audit and adapt areas using the 360-degree document and self-evaluation at child’s level by November 2024. • Rooms will be resourced to meet the needs of children by October 2024. • Area evaluation will be established for staff to record any changes, children’s interests etc by December 2024. 	<ul style="list-style-type: none"> • Areas will look clean, organised and stimulating. • Evidence will show that staff are using the area audit documents. • Staff observations of children’s engagement in all areas- measure using Leuven Scale. (Focus observations) 		

	<ul style="list-style-type: none"> Consult children in the development of areas. Apply for National Lottery Community Funding for environment development by June 2025. 	<ul style="list-style-type: none"> Request parent feedback after stay and play sessions. 		
All staff will be confident in observing and recording as part of the planning and assessment process.	<ul style="list-style-type: none"> PL to collect data from observations regarding Leuven Scale to inform future planning and focus groups. Regular staff meetings to discuss planning, support for learning and planning of events etc. Staff to participate in relevant training. PL (PM) to plan staff training linking current planning procedure to 'The Moderation Cycle' and 'Realising the Ambition'. 	<ul style="list-style-type: none"> Meeting minutes. Staff observations. Planning. Staff feedback. Staff training logs. 		
Professional learning and collaboration facilitated through working groups will support and lead to improved, spaces, interactions and experiences.	<ul style="list-style-type: none"> Drawing on areas of interest and expertise, organise practitioners into working groups (Champion roles) to take forward next steps generated from above self-evaluation by August 2024. Champion Roles to establish yearly calendar for focus groups by October 2024. Staff to complete floor books to evidence children's learning and voices within these groups by August 2025. Staff to participate in floor book training? 	<ul style="list-style-type: none"> Recorded self-evaluation documentation. Meeting minutes. Focus group/initiative floor books. 		
All children and families will have the opportunities to engage in consultation in the development of the nursery environment.	<ul style="list-style-type: none"> By August 2024, an annual calendar will be created regarding events i.e., stay and play sessions for parents, consultation opportunities and family group involvement. Families will be invited to feedback on the listening tree. Children will be consulted via child friendly questionnaire. 	<ul style="list-style-type: none"> Annual Calendar Listening Tree with contributions accessible. Children's questionnaires and comments displayed in and around nursery. 		
The continued development and use of tracking and	<ul style="list-style-type: none"> To create an overall attainment record for all children that will allow all staff to access important 	<ul style="list-style-type: none"> Tracking and monitoring record. 		

<p>monitoring will influence intentional planned focus groups to offer support and challenge opportunities to ensure high levels of attainment.</p>	<p>information and to professionally judge academic performance.</p> <ul style="list-style-type: none"> • Request 36-month HV assessments prior to child starting. • Ensure T&M accessible to all staff via St Michael's team? • Encourage staff to update notes within this? 	<ul style="list-style-type: none"> • PLP plans/ HV assessments. 		
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Final evaluation (for submission):

PEF ALLOCATION: £38,800

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2024-2025



RATIONALE FOR EQUITY (PEF) PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.
For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.
Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
<p>Health and Wellbeing – Support for pupils and families</p>	<p>£10,000</p>	<p>Barnardo's</p>	<p>Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.</p> <p>The school's Barnardo's Support worker provides targeted support for children and families, working in partnership with school to make sure those vulnerable learners are in school on time and able to learn.</p> <p>Support is bespoke and targets the needs of each child in turn. Examples include 1:1 support for parents who have experienced or are experiencing domestic violence, addictions and bereavement.</p> <p>Counselling is also provided to pupils on a 1:1 basis, addressing anxiety, separation, divorce and bereavement and ACE experienced. A parent/carer drop-in service is available on a Wednesday, offering support and a warm space. In addition, we run a parent/baby and toddler group on a Friday morning providing, again, a warm space and opportunity for parents/carers and children to socialise. In addition this service builds positive links with families and children prior to nursery enrolment.</p>	<p>Please indicate what evidence you are going to collect to show impact and progression.</p> <ul style="list-style-type: none"> • Improved attendance figures • Evaluations from parents receiving 1:1 support • Evaluations from identified pupils receiving 1:1 support • Improvements in health and wellbeing in vulnerable learners (tracked using wellbeing app, GIRFMES, Outcome Star and health and wellbeing tracking systems where appropriate) • Improvements in attainment for vulnerable/identified learners, (ACEL, SNSAs, standardised testing) • Attendance and evaluations from parents/carers attending drop in sessions • Attendance and evaluations from parents/carers attending baby and toddler group.
<p>Raising Attainment in Literacy and Numeracy</p>	<p>£30,000</p>	<p>Support for Learning 0.5 match funded teacher`</p>	<p>There is targeted learning support identified throughout the school and school data details each intervention received by a child and the staff member</p>	<ul style="list-style-type: none"> • Improvements in attainment in literacy and numeracy for vulnerable/identified learners,

			<p>supporting this. In addition to this, each year group has a tracking spreadsheet with the results from standardised tests, their SIMD status, and achievement of a level and highlights interventions/learning support. The tracking spreadsheet allows all staff to see at a glance what the children in SIMD levels 2 or 3 are achieving and if they are in need of any additional support, the support offered and the impact. All data is available on the school tracking system.</p> <p>The literacy support is focusing on reading accuracy, targeting the use of synthetic phonics and using decodable reading materials to support this. This is delivered to both groups and individuals, dependent on the needs of the pupil. Interventions are also short term or ongoing in response to learners needs</p> <p>Numeracy support is targeted at individuals identified through diagnostic assessments and professional discussions. Number Box, Numicon, and more recently Maths Catch Up are in place, as evidence indicates each resource has a positive impact on learning.</p>	<p>(ACEL, SNSAs, standardised testing)</p> <ul style="list-style-type: none"> • Closing of the poverty related gap – analysed through school data tracking systems •
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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
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<p>Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights</p>	<p>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</p> <p><u>PEF INTERVENTIONS</u></p> <p>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</p> <p><u>Education and Families Priorities</u></p> <p>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</p>	<p>NIF Priorities</p> <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. <p>NIF Drivers</p> <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
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Developing In Faith

Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.