Renfrewshire Council

Bishopton Primary School

# School Improvement Plan

## 2023/24

# Planning framework

As part of Children's Services, Bishopton Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**
We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children's health and wellbeing; and**
5. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

**Renfrewshire's Education Priorities**
Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

**Pupil Equity Funding**
Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

# Renfrewshire Council Plan Strategic Outcomes

Cross cutting theme: Improving outcomes for children and families

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| We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer. | We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here. | We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential. | We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all. | We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire. |

# Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

# Renfrewshire's Education Improvement Plan Priorities

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| Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care. | Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them. | Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need. | Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life. | Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes |

# Our Vision, Values and Aims

**Vision**

Building & Promoting Success

**Values**

In Bishopton Primary we all share the following values:-

**FAIRNESS**- everybody getting what they need in order to be successful

**INCLUSION**- opportunity for all

**HONESTY**- be truthful to yourself and others

**CHALLENGE**- high expectation for all

**GLOBAL CITIZENS**- creating a sustainable future

We **aim** to demonstrate these values as we:-

- Enable everyone to achieve by providing high quality teaching and learning experiences that take account of individual need
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allows everyone to develop skills for learning, life and work
- Provide a stimulating curriculum that is consistent with Local and National guidelines; is broad, balanced, coherent, challenging and progressive

**Who did we consult?**

To identify our priorities for improvement, we sought the views of staff, pupils, parents and the wider community. We used a variety of methods of getting the views of those who are involved in the life and work of Bishopton Primary School such as;

- Regular meetings as a whole staff and as departments (Teams)
- Planning meetings termly with a Senior Leadership Team (SLT) member
- Professional Review and Development meetings each session
- Plan and review of School Improvement Plan priorities
- Questionnaires/returns
- Auditing current practice
- Service Delivery Officer (SDO) and Environmental Meetings
- Transition events
- Inter-Agency Working
- Continuous Professional Development (CPD) activities linked to School Improvement priorities
- GLOW and other forms of online communication

**Parents are consulted through:**

- Parent Council meetings
- Nursery & P1 entrants meetings
- Parent Interviews & Pupil Report evaluations – October & May
- School annual planner and newsletters
- Establishment website
- Team around the child (TAC) Framework
- Parental Questionnaires – general & returns regarding particular events
- Informal daily discussion

**Pupils are consulted through:**

- Various committees e.g. House Captains
- Circle Time
- TAC Framework including Pupil Support Plans (PSP), Individual Education Plans (IEP), and Integrated Assessments (IA)
- Weekly assemblies
- Suggestion boxes
- Open Door Policy of all SLT and school staff
- Questionnaires/Surveys e.g. Homework survey
- Pupil Council

**Others/Community are consulted through:**

- Copied into school newsletters
- Regular contact from designated member of SLT
- Nursery liaison

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

- Regular meetings with Education Psychologists
- Meeting with Home Link staff
- Visits to feeder nursery schools

All information gathered is collated and used to assist us to identify next steps and areas for improvement.
During the period of lockdown from March to Jun 2020 staff, pupils and parents were consulted via questionnaires distributed through Microsoft Forms.

**How we will know if we are achieving our aims?**
We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

**QUALITY ASSURANCE**

- Curriculum for Excellence (CfE) teacher judgement levels of attainment
- STAR Reading Data P3-7
- Scottish National Standardised Assessment (SNSA) Data at P1,4&7
- Overall progress towards set targets
- Data collected nationally and/or locally
- Analysis of other key performance data, such as: finance, pupil/staff attendance, pupil exclusion rates, fires safety and health and safety
- Survey returns

**PEOPLE'S VIEWS**

- Individual interviews with members of staff including use of Professional Review and Development (PRD)
- Individual interviews with parents
- Dialogue with pupils
- Parent Council
- Staff, Parent, Pupil focus groups
- Cluster Working
- School website and blogs
- Open Afternoons (Via Google Meet), School Performances (Via Google Meet) and wider publicity

- Assemblies (Via Teams) and Circle Times
- Parent workshops and information evenings (Via Google Meet)
- Working parties e.g. Literacy, Numeracy, Health and Wellbeing (HWB) &  Science, Technology, Engineering and Maths (STEM)
- Questionnaires and surveys gauging satisfaction and for suggestions for improving effectiveness
- In-service training for staff
- Evaluations from staff including planning and sharing good practice
- Regular team meetings at all levels

**DIRECT OBSERVATION**

- Teaching methodologies e.g. Assessment is for Learning (AiFL), cooperative and critical skills, number talks, literacy coaching
- Working collegiately with other  teachers, colleagues across our cluster

**DIRECT OBSERVATION - DOCUMENTS**

- Pupils' work (including displays and photographic evidence)
- Reports to parents
- Programmes of study
- Teachers' plans and evaluations
- Progress reports on the development plan
- Policies and guidelines
- Minutes of meetings

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

## Improvement Priority 1 – improve attainment, particularly in literacy and numeracy

| HGIOS/HGIOELC QIs | NIF Priorities | NIF Drivers |
|---|---|---|
| Q.I 2.3<br>Q.I 2.4<br>Q.I 3.2 | • Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in attainment, particularly in literacy and numeracy<br>• Closing the attainment gap between the most and least disadvantaged children<br>• Improvement in children's and young people's health and wellbeing<br>• Improvement in employability skills and sustained, positive school leaver destinations for all young people | 1. School Leadership<br>2. Teacher Professionalism<br>3. Parental Engagement<br>4. Assessment of Children's Progress<br>5. School Improvement<br>6. Performance Information |

| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
|---|---|---|---|
| Following introductory training in the Talk for Writing approach in session 22/23, a strong focus is still required on implementation of the approach across the school to ensure a consistent approach to writing across the school and maximise the impact on pupil engagement and attainment.<br><br>Talk for Writing was fully introduced in August 2022 to address the lower attainment in writing across the school and in particular the poorer attainment in a group of upper school boys. All made progress in writing. Almost all pupils reported an increase in writing engagement.<br><br>After 1 year of implementation, we have observed an implementation dip. This dip has occurred mainly in the middle years and is to be expected given the change in the methodologies used both in the delivery and assessment of writing across the school. We would expect this to recover and show an overall increase in attainment over the 3-year cycle of a curriculum for Excellence (CfE) level.<br><br>Attainment in Writing has dropped on average 6% across first level classes.<br>15% of those who are not on track are in Scottish Index of Multiple Deprivation (SIMD) 1-5 and 10% have lower than average attendance rates.<br>The largest dip is in the P3 stage with 22% of pupils not on track.<br><br>Attainment in writing across the school is 85%.<br><br>In June 2022 staff survey the majority of staff indicated they were not yet confident in Talk for | By June 2024 average writing attainment across the school will have increased by 5%.<br><br>By December 2023 writing attainment in P4 will have increased by 5<br><br>By February 2023 writing attainment in P4 will have improved by 10%. Writing attainment in Primary 4 will be 88% by June 2024<br><br>Observations by SLT and EM will observe an increase in the pace of writing lessons in the majority of classes by December 2023.<br><br>Increased parental understanding of the Talk for Writing approach to allow parents to support the approach at home.<br><br>New staff will be trained in Talk for Writing approach to ensure all staff are confident and using a consistent approach. | Assessment data will be gathered from each hot piece throughout session 23-24. 8 pieces in total.<br><br>Teacher judgement data collected in September 23, January 24 and May 24.<br><br>Termly tracking meetings with class teacher and SMT to monitor writing progress<br><br>SNSA writing in Primary 4 in November 2023, P7 in January 2024 and P1 February 2024<br><br>Teacher confidence surveys in August 2023 and May 2024<br><br>Talk for Writing working party research data from staff and pupils throughout the session.<br><br>Pupil feedback gathered by Talk for Writing working party, September 2023 and March 2024<br><br>Pre and post parental questionnaires on their understanding of the Talk for Writing process.<br><br>Pupil feedback from 22-23 shared in August 23 to inform session ahead | 1 member of SLT and one early level teaching staff to attend Talk for Writing conference in June 2023.<br><br>Provision of ongoing professional learning for **all** teaching and support staff in the Talk for Writing approach including initial career long professional learning (CLPL) for new/returning staff in fiction and non-fiction writing.<br><br>Classroom Assistant will introduce Clicker in Primary 4 to support targeted group. DHT will support in class during writing time<br>.<br>August 23 – new staffed will be trained in the Talk for Writing Approach.<br><br>By Sep '23, all teaching staff will be introduced to Talk for Writing's 'Planning. Assessment and Progression' overviews and will use these to plan learner experiences and inform professional judgements on pupil progress. (Overviews will be published in August '23)<br><br>By June '24, ensure all staff have a working knowledge of evidence-based research relating to writing via the Centre for Literacy in Primary Education (CLPE's) What We Know Works: Writing in Primary Schools research document and use this to audit practice and plan learner experiences.<br><br>Family learning event showcasing Talk for Writing approach by end October 2023.<br><br>Moderation of writing to take place at school and cluster level, led by Quality Assurance and Moderation Officers (QAMSOs). November and May |

## Improvement Priority 1 – improve attainment, particularly in literacy and numeracy

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| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
|---|---|---|---|
| Writing or needed more training in the approach. By April 2023 almost all staff indicated that they were now more confident in the approach.<br><br>Lesson observations by the Senior Leadership Team (SLT) and Education Manager highlighted the pace of writing lessons in the majority of classes could be improved.<br><br>Whereas numeracy data has remained consistently high across all stages and is very good across the whole school. 91% of pupils are on track. Although there is an upward trend there is still room for improvement in the numeracy attainment in Primary 5<br>Staff feedback has attributed this to the increased amount of time spent on literacy due to the implementation of Talk for Writing.<br>Forward planning feedback also suggests that across a level, there are duplications in the Renfrewshire Maths Planners of topics taught at specific year groups.<br>Removal of this duplication would free up valuable time that could be used to further support the literacy curriculum. | Numeracy and Mathematics attainment will remain very good and overall school attainment will increase by 2% by June 2024 (93%)<br><br>Numeracy attainment in Primary 6 will increase by 4% by December 2023.<br>Numeracy attainment in Primary 6 will have increased by 10% by Jane 2024. | Pre and post teacher judgements on pupil attainment<br><br>Sumdog diagnostics assessments<br><br>Standardised assessment data including SNSA/ACEL at P1, P4 and P7.<br><br>Termly racking meetings to monitor target pupils<br><br>Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is line with the planners. Evidenced through number of teachers using new end of pathway assessments and end of topic assessments which are linked to the new planners | Talk for Writing home learning grid to be created to allow parents to support the approach at home by January 2024 (DHT/Staff Working Party)<br><br>Staff working party, led by Talk for Writing lead will continue to monitor the views of both staff. and pupils.<br><br>Staff Working Party to develop and audit unit planners.<br><br>Reading Spine for Primary 1 -7 to be finalised and resources purchased and allocated to classes.<br><br>The school as a whole will transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies.<br><br>Authority training/video guidance on rationale and how to use new planners will support whole school transition.<br><br>• Encourage continuous professional development opportunities throughout the year for teaching and support staff on maths and numeracy (including authority CLPL)<br>• Time to engage with Ed. Scot PLR documents,<br>• Collegiate activities, professional reading and working parties) implemented throughout the session. See session planner<br><br>Continue to nurture a positive maths culture and growth mindset throughout the school and in individual classrooms by<br><br>• promoting tasks that are open-ended and encourage resilience and perseverance. |

| **Improvement Priority 1 – improve attainment, particularly in literacy and numeracy** | | |
|---|---|---|
| **HGIOS/HGIOELC QIs**<br>Q.I 2.3<br>Q.I 2.4<br>Q.I 3.2 | **NIF Priorities**<br>• Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in attainment, particularly in literacy and numeracy<br>• Closing the attainment gap between the most and least disadvantaged children<br>• Improvement in children's and young people's health and wellbeing<br>• Improvement in employability skills and sustained, positive school leaver destinations for all young people | **NIF Drivers**<br>1. School Leadership<br>2. Teacher Professionalism<br>3. Parental Engagement<br>4. Assessment of Children's Progress<br>5. School Improvement<br>6. Performance Information |

| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
|---|---|---|---|
| | | | • making real-world connections - plan for opportunities throughout the year to engage children in discussions about how maths is used in various contexts such as finance, technology, sports, and art.<br><br>Maths recovery strategies will be used with target pupils across the school and specifically in target group in Primary 6. |

## Improvement Priority 2 – Improvement in children's and young people's health and wellbeing

| HGIOS/HGIOELC Qis 2.4, 2.7 & 3.1 | NIF Priorities | NIF Drivers |
|---|---|---|
| | • Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in attainment, particularly in literacy and numeracy<br>• Closing the attainment gap between the most and least disadvantaged children<br>• Improvement in children's and young people's health and wellbeing<br>• Improvement in employability skills and sustained, positive school leaver destinations for all young people | 1. School Leadership<br>2. Teacher Professionalism<br>3. Parental Engagement<br>4. Assessment of Children's Progress<br>5. School Improvement<br>6. Performance Information |

| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
|---|---|---|---|
| As we continue to recover from the COVID pandemic we strive to ensure that the wellbeing of both staff and pupils is at the heart of all we do.<br><br>According to self-determination theory, people are deemed to have innate psychological needs and to foster wellbeing each of these needs should be satisfied:<br>**Agency**: People need to gain mastery of tasks and learn different skills. When people feel that they have the skills needed for success, they are more likely to take actions that will help them achieve their goals. (A sense of competence and skills)<br>**Affiliation**: People need to experience a sense of belonging and attachment to other people. (A sense of belonging)<br>**Autonomy**: People need to feel in control of their own behaviours and goals. This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined. (A sense of being capable, trusted and allowed to embrace responsibilities)<br>**Healthy & safe**: Although not specific to the self-determination theory, people need to have positive mental wellbeing and a sense of safety to fully engage in learning.<br><br>In both staff and pupil wellbeing surveys autonomy scored lowest indicating that for both staff and pupils there is a requirement to strengthen relationships at all levels and provide opportunities for leadership and strong communication.<br><br>Pupils – Sep 82.3% and Mar 87.1% - 33/40<br>Staff – 29/40<br>Our pupil survey showed that: | For identified children with ASN there will be an increase in their engagement and readiness to learn.<br>All classroom environments will use a consistent approach to visuals, the physical environment including a quiet space in each learning space.<br>All pupils will benefit from improved positive relationships resulting in a decrease in incidences of distressed behaviour.<br>By June 2024<br><br>Staff and pupils have an increased sense of responsibility and improved relationships.<br>Staff and pupil wellbeing surveys in September and March will demonstrate an increase in scores in Autonomy, target score of 35 for both staff and pupils.<br><br>Incidences of distressed pupil behaviours decrease due to a better understanding of pupils environmental and emotional needs resulting in improved staff/pupil and pupil/pupil relationships.<br><br>Pupils' needs are well understood and supported, ensuring all pupils are reaching their full potential.<br><br>New GIFEC paperwork will be implemented as part of PSN meetings from September 2023. Resulting in a more consistent approach to setting targets and meeting pupil needs. | GWMP survey results September and March<br><br>Pupil satisfaction survey May 24<br><br>Pre and post CIRCLE training questionnaires for staff.<br><br>CIRCLE learning space audit using the CIRCLE Inclusive Classroom Scale.<br>Pupil audits<br><br>Pre and Post NVR training questionnaires.<br><br>Records of incidences of distressed behaviours.<br><br>Pre and Post Promise training questionnaires.<br><br>Attainment and GMWP data for care experienced pupils.<br><br>Rights Respecting School questionnaires. Staff, parents and pupils<br><br>Rights Respecting Schools Silver Award criteria | All staff to receive CIRCLE training at August Inservice.<br><br>Staff complete CIRCLE audits and plan and review identified changes.<br>Term 1 – Physical Environment<br>Term 2- Social Environment<br>Term 3 – Structure and Routines<br>Individual assessments used to identify the needs of identified children and 3 strategies selected, implemented and reviewed.<br>Number of pupils/number of occasions a pupil accessing safe space analysed prior to tracking meetings.<br><br>Common set of visuals to be developed and implemented based on the audit to ensure consistency across the school.<br><br>Individual adaptation made based on audit for pupils requiring support.<br>Collegiate opportunities for staff to discuss implementation as per the session planner.<br><br>New positive relationship policy to be implemented.<br><br>Pupil Citizenship groups to be implemented to increase pupil voice and increased sense of responsibility and communication.<br><br>Staff to receive Non-Violent Resistance (NVR) training at October and May in-service.<br><br>Staff to adopt and implement NVR approaches. To be discussed at collegiate sessions as per the session planner.<br><br>Staff to receive training on the Promise from Who Cares at the February in-service. Promise keeper to be appointed.<br>Approaches to Care experienced pupils to be reviewed. |

## Improvement Priority 2 – Improvement in children's and young people's health and wellbeing

| HGIOS/HGIOELC Qis 2.4, 2.7 & 3.1 | NIF Priorities | NIF Drivers |
|---|---|---|
| | • Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in attainment, particularly in literacy and numeracy<br>• Closing the attainment gap between the most and least disadvantaged children<br>• Improvement in children's and young people's health and wellbeing<br>• Improvement in employability skills and sustained, positive school leaver destinations for all young people | 1. School Leadership<br>2. Teacher Professionalism<br>3. Parental Engagement<br>4. Assessment of Children's Progress<br>5. School Improvement<br>6. Performance Information |

| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
|---|---|---|---|
| • 15% of pupils did not feel that other pupils treated them fairly or with respect<br>• 16% of pupils felt that some pupils did not always behave well in school<br><br>We have an increased number of pupils accessing support services such as Exchange Counselling and Let's Introduce Anxiety Management (LIAM).<br><br>We have an increase in the number of families asking for signposting to support services,<br><br>We are committed to keeping The Promise made by the Scottish Government to all care experienced people.<br><br>We continue to implement the Renfrewshire Nurturing Relationships Approach.<br><br>Renfrewshire have recently refreshed their GIRFEC policy and associated paperwork. | | | All teaching staff will receive training on the refreshed GIRFEC policy<br>• staged intervention process<br>• new planning formats<br>All teaching staff will transition to using the new planning formats. TAC and support plans to be completed in new format<br><br>Working party to create a plan for silver Rights Respecting School award. Plan to be shared with staff, pupils and parents for implementation across the session. Shared with staff, pupils and parents as per the session planner. |

| **Improvement Priority 3 – improve children and young people's employability skills** | | |
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| **HGIOS/HGIOELC QIs**<br>**1.2, 2.3, 2.6, 3.2, 3.3** | **NIF Priorities**<br>• Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in attainment, particularly in literacy and numeracy<br>• Closing the attainment gap between the most and least disadvantaged children<br>• Improvement in children's and young people's health and wellbeing<br>• Improvement in employability skills and sustained, positive school leaver destinations for all young people | **NIF Drivers**<br>1. School Leadership<br>2. Teacher Professionalism<br>3. Parental Engagement<br>4. Assessment of Children's Progress<br>5. School Improvement<br>6. Performance Information |

| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
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| We recognise the importance of increasing employability skills so that our pupils understand the value and relevance of the skills they are acquiring for the world of work.<br>In Bishopton Primary, although pupils are developing many skills through approaches to learning and teaching; in discussions most pupils are not able to articulate these skills.<br>As a consequence, most pupils are not able to identify the skills that they need to employ when faced with new or unfamiliar contexts. | 2023-2028<br>A skills framework is developed within the cluster and pupils will be able to reflect upon the skills they have developed across learning experiences.<br><br>2023-2024<br>Almost all pupils will be able to identify the skills they are developing as part of the newly introduced Citizenship Groups. | Teacher planning will identify the skills being developed through the four capacities in CfE.<br><br>Staff evaluations of learning and teaching will demonstrate the impact on learners.<br><br>Pupil focus groups demonstrate a clear understanding of the skills they are learning and applying in different contexts and those they need to develop further.<br><br>Cluster baseline (Jan 24) and post survey which will demonstrate an increase in awareness and confidence of pupils and staff in identifying and applying skills. | Staff will receive training from PMHS in January 2024 to raise awareness and have a shared understanding of the 6 key skills being developed at PMHS in partnership with local employers.<br><br>Pupil Citizenship groups to be implemented to increase pupil voice and increased sense of responsibility and communication.<br><br>During Citizenship Groups staff will plan and discuss the skills being developed through the four capacities and pupils will be given the opportunity to apply these skills during group activities. |

| **Improvement Priority 4 –** | | |
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| **HGIOS/HGIOELC QIs** | **NIF Priorities**<br>• Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in attainment, particularly in literacy and numeracy<br>• Closing the attainment gap between the most and least disadvantaged children<br>• Improvement in children's and young people's health and wellbeing<br>• Improvement in employability skills and sustained, positive school leaver destinations for all young people | **NIF Drivers**<br>1. School Leadership<br>2. Teacher Professionalism<br>1. Parental Engagement<br>4. Assessment of Children's Progress<br>5. School Improvement<br>6. Performance Information |

| Rationale for change | Outcome and Expected Impact | Measures | Intervention |
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