

LORNE PRIMARY SCHOOL

School Improvement Plan

Equalities, Equity & Inclusion

Renewal Aspect	Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) Iona Brockway, Kirsty Spence and Sharon McGhee (Inclusion)
Outcomes	<p>Equity:</p> <p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. They use data and other evidence effectively in order to identify the poverty-related attainment gap across the school and for individual cohorts and areas of the curriculum. Ensure that the planning of effective approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of approaches to support equity of access for those affected by poverty to learning, attainment and achievement. <p>Long Term:</p> <ul style="list-style-type: none"> Reduction in the poverty-related attainment gap in literacy and numeracy <p>Inclusion:</p> <p>Short-Term</p> <ul style="list-style-type: none"> The Senior Leadership Team and relevant staff have reviewed their arrangements for Nurture and Wellbeing support to identify strengths and areas for improvement, using existing data focused on the principles of inclusion including how effectively Children's Rights are embedded across the school. The school has established key actions to ensure that all pupils are supported and included so they can participate in a suitable learning environment, with a particular focus on Care Experienced and learners with Additional Support Needs. <p>Medium-Term</p> <ul style="list-style-type: none"> Implementation of actions identified through review, to be monitored through using the principles of inclusion – Present, Participating, Achieving, Supported, Rights. <p>Long-Term</p> <ul style="list-style-type: none"> Improvement in pupil wellbeing, attendance, attainment and achievement, and reduction in exclusions. 		

NIF Priority :- <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing 			QIs/Themes QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement	
Tasks	By Whom	Resources	Time	Progress & Impact
Equity				
Poverty Related Attainment Gap The Poverty Related Attainment Gap explored and identified with all staff Strategies and approaches that have been explored to support work around Closing the Poverty Related Attainment Gap reviewed Develop staff understanding of the impact of poverty on the outcomes of children, young people and families, including those from priority groups who may also experience disadvantage in addition to living in poverty; <ul style="list-style-type: none"> Minority ethnic families Lone parent families Families affected by disability 	SLT All staff	Leadership for Equity professional learning offer (pg 8 of Edinburgh Learns Learning, Teaching and Assessment Professional Learning 2022-23) https://www.gov.scot/publications/tackling-child-poverty-priority-families-overview/ <u>CEC 1 in 5 Top Tips for Schools</u> <u>CEC Pupil Equity Framework: Making Education Equal for All</u>	August 2022 – June 2023	

<p>Develop staff awareness about their roles and responsibilities in supporting the national drive for equity and the closing of the poverty-related attainment gap, and in removing all poverty-related barriers to learning and achievement.</p>		<p>https://cpag.org.uk/scotland/CoSD/evaluation</p>		
<p>Closing Poverty-Related Attainment Gap Develop systems to support effective self-evaluation at all levels, where data and evidence is used to:</p> <ul style="list-style-type: none"> - identify poverty-related gaps and set measurable outcomes and stretch aims - inform universal and targeted supports - monitor progress towards achieving stretch aims <p>Identifying learners that would benefit from strategies, approaches and interventions to raise attainment</p> <p>Offering PSAs/Teachers training to deliver a range of strategies, approaches and interventions</p> <p>Implement strategies, approaches, interventions to raise attainment in literacy and numeracy for targeted pupils in order to close the poverty-related attainment gap;</p> <ul style="list-style-type: none"> - 6-minute SEAL - Read Write Inc. hotlisting - Fresh Start - Numicon - ReadingWise <p>Through strategic planning of CLPL, build staff and school capacity to close poverty-related attainment and achievement gaps.</p>	<p>SLT</p> <p>Class Teachers</p> <p>Identified PSAs</p> <p>Support for Learning Teacher</p>	<p>In-school tracking and monitoring systems with functions for filtering by SIMD to determine the gap</p> <p><u>Equity Self-evaluation Resource (Education Scotland – updated September 2020)</u></p> <p><u>Interventions for Equity Diagram</u></p> <p>ReadingWise subscription</p> <p>Read Write Inc., Fresh Start, Numicon resources</p> <p><u>Edinburgh Learns Learning, Teaching and Assessment Professional Learning 2022-23</u></p> <p>Leadership for Equity professional learning offer (pg 8 of <u>Edinburgh Learns Learning, Teaching and Assessment Professional Learning 2022-23</u>)</p>	<p>August 2022 – June 2023</p>	
<p>Finance for Equity Share the focus for FFE with whole school community, outlining why identified and hoped for impact</p> <p>Involve all community in evaluating the impact of the FFE spend</p>	<p>SLT</p> <p>All staff</p> <p>Learners</p>	<p><u>Pupil Equity Funding National Operational Guidance 2022-23</u></p> <p>QI 1.5 CLPL for HTs and BMs (2022-23 programme)</p>	<p>August 2022 – June 2023</p>	

<p>Develop decision making processes which meaningfully include;</p> <ul style="list-style-type: none"> - Parents - Learners - All staff - Community <p>in PEF planning, as part of the financial management of resources to support equity.</p>	<p>School community</p>	<p><u>Challenge questions from HGIOS?4 QI 1.5</u></p>		
<p>Partnerships Establish or build upon existing partnerships with:</p> <ul style="list-style-type: none"> - Parents and carers - Other professionals - Third sector partners - The wider community <p>to remove poverty-related barriers and ensure early intervention and holistic support.</p>	<p>SLT Parent Council School community PSO</p>	<p><u>Engaging Families in Learning (Thematic Inspection, February 2021, Education Scotland)</u> <u>Engaging Parents and Families: A Toolkit for Practitioners (Family Learning)</u> <u>Scottish Attainment Challenge and Partnerships with the Third Sector</u></p>	<p>August 2022 – June 2023</p>	
Inclusion				
<p>Nurture Develop nurture – targeted/whole school approaches;</p> <ul style="list-style-type: none"> - Principles known across the school - Engagement ‘Apply a whole school approach to Nurture’ – audit <p>Shared nurture approach with families</p> <p>Review arrangements for Nurture and Wellbeing using Principles of Inclusion.</p> <p>Establish improvement actions required to support Wellbeing and Nurture.</p>	<p>SLT All Staff School community</p>	<p>CIRCLE resource to support Inclusive Learning and Collaborative Working https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/</p>	<p>August 2022 – June 2023</p>	

<p>Measurable Targets</p> <p>Guidance explored around the following measures;</p> <ul style="list-style-type: none"> - Attendance - Achievement - Exclusions - Rights <p>Measurable targets identified for;</p> <ul style="list-style-type: none"> - Attendance - Achievement - Exclusions - Rights <p>Baseline information gathered in relation to each of the above</p> <p>Information gathered throughout the school session and as an endline for the session</p>	<p>SLT</p> <p>All Staff</p> <p>PSOs</p>	<p>Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/</p> <p>Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx</p>	<p>August 2022 – June 2023</p>	
<p>Care-Experienced CYP</p>				
<p>Care-Experience</p> <p>Ensure that all staff are aware of ‘The Promise’ and have read/explored The Promise Plan</p> <p>Ensure that all staff know who the care-experienced learners in the school are</p> <p>Meetings regarding identified learners are regularly attended and appropriate supports are in place for them, that they receive everything they need to thrive and are loved, safe and respected.</p> <p>The following will be tracked and recorded for care-experienced learners;</p> <ul style="list-style-type: none"> - Attendance - Attainment 	<p>SLT</p> <p>All Staff</p> <p>PSOs</p>	<p>Care Experienced Renewal Plan Discussion Tool (pdf)</p> <p>Care Experienced Renewal Plan Discussion Tool (word)</p> <p>The Promise Scotland https://thepromise.scot/</p> <p>The Promise Plan 21-24 plan-21-24-pdf-standard.pdf (thepromise.scot)</p>	<p>August 2022 – June 2023</p>	
<p>UNCRC</p>				

<p>UNCRC Begin to take the UNCRC into account in all actions through the use of the Children's Rights and Wellbeing Impact Assessment.</p> <p>Plan and identify professional learning pathway based on CRWIA baseline.</p> <p>Rights Respecting Schools group established and meeting regularly (Pupil Voice)</p> <p>Rights Respecting Schools assemblies allocated for the school session in the school calendar</p> <p>'Right of the Month' focus</p> <p>Work around UNCRC shared with the whole school community through;</p> <ul style="list-style-type: none"> - Newsletter - ParentPay letters - Website 	<p>SLT</p> <p>All Staff</p> <p>Learners</p>	<p>Children's Rights and Wellbeing Impact Assessment.</p> <ul style="list-style-type: none"> • Session 1: Overview of learner participation and leadership • Session 2: Vision and Values • Session 3: The 4 Arenas of Participation • Session 4: Curriculum Design • Session 5: Planning for Improvement <p>Pupil Voice groups</p> <p>Assemblies</p>	<p>August 2021 – June 2022</p>	
--	---	--	--------------------------------	--

Renewal Aspect	Equalities	Overall Responsibility	Annemarie Procter
Outcomes	<p>Equalities</p> <p>Short Term:</p> <ul style="list-style-type: none"> • The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning, with particular attention to intersectionality. • There is increased awareness amongst all staff of Equality and Diversity • All staff are confident in responding effectively to bullying and prejudice, following school policy • Staff have a shared understanding of an inclusive, diverse and decolonised curriculum and what this looks like in practice <p>Medium Term:</p> <ul style="list-style-type: none"> • Ongoing, robust implementation of revised school procedure for preventing and responding to bullying and prejudice. 		

	<ul style="list-style-type: none"> • Improved reporting, recording and monitoring of incidents of bullying and prejudice • Pupils and parents-carers feel confident to report bullying and prejudice • Pupils and parents-carers say that incidents of bullying and prejudice are dealt with effectively • Staff are actively involved in developing an inclusive, diverse and decolonised curriculum, across all curricular areas <p>Long Term:</p> <ul style="list-style-type: none"> • Reduction in number of reported and recorded incidents of bullying and prejudice • Improved pupil health and wellbeing • All children and young people experience a curriculum that: positively reflects their identities, languages, cultures and histories; is delivered with cultural awareness and sensitivity, using high quality resources; develops critical literacy 			
<p>NIF Priority:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in Children and Young People’s Health and Wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people 			<p>QIs/Themes</p> <p>QI 1.1 Analysis and evaluation of intelligence and data</p> <p>QI 1.2 Professional engagement and collegiate working</p> <p>QI 1.3 Strategic planning for continuous improvement</p> <p>QI 2.2 Development of the curriculum</p> <p>QI 2.7 The development and promotion of partnerships</p> <p>QI 3.1 Wellbeing;</p> <p>Fulfilment of statutory duties; Inclusion and Equality</p> <p>QI 3.2 Overall quality of learners’ achievement</p>	
Tasks	By Whom	Resources	Time	Progress & Impact
Equalities				

<p>Provide opportunities for all staff to build on core training (my Learning Hub Equality and Diversity modules) by using GTCS professional learning modules on the GTCS Equality and Diversity Hub and/or other training</p> <p>Review curriculum rationale to ensure all subjects promote and support Equalities and Diversity.</p> <p>Provide opportunities for staff to develop their knowledge of an inclusive, diverse and decolonised curriculum what this looks like in practice.</p> <p>Embed school procedure for preventing and responding to bullying and prejudice to ensure improved reporting, responding and recording of incidents.</p> <p>Monitor school SEEMiS Bullying and Equalities module data termly to evaluate effectiveness of procedure and identify next steps.</p> <p>Set measurable outcomes related to improvements in pupil health and wellbeing with a particular focus on pupils with protected characteristics.</p>	<p>SLT</p> <p>Equalities Co-ordinator</p> <p>All staff</p> <p>Families</p> <p>Learners</p>	<p>My Learning Hub core Equalities training for all staff</p> <p>https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/equality-and-diversity/</p> <p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning</p> <p>Equalities Curriculum Maps</p> <p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/InclusiveCurriculum</p> <p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning</p> <p>Equalities Newsletter</p> <p>Preventing and Responding to Bullying and Prejudice amongst Children and Young People (authority procedure)</p> <p>Tackling Racist Incidents and Creating an Anti-Racist Culture (supplementary guidance)</p> <p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/Anti-bullying</p> <p>EHRC Using data to inform and evaluate anti-bullying strategies</p> <p>Pupil Wellbeing Survey (bi-annual – spring 2023)</p>	<p>August 2021 – June 2022</p>	
--	--	---	--------------------------------	--

<p>Involve all stakeholders in developing a plan to ensure that our commitment to equity, equalities & inclusion in our shared vision is fully understood, is visible and embedded in our daily practice</p> <p>Ensure learners, parents & carers are involved in leading Equalities practice through their role in the Equalities Committees.</p> <p>Continue to provide opportunities for teachers/PSAs to engage in Leadership for Equity CLPL.</p>		<p>Continue work engaging families within our commitment to Equity, equalities and inclusion building on resources created in previous school session.</p> <p>Thrive Learner App</p>		
--	--	--	--	--