



St. Patrick's Primary School  
Establishment Improvement Plan  
2024/25



School Improvement Plan	St. Patrick's Primary School
Head Teacher	Marianne Bradley
Date Submitted	Submitted to Chief Education Officer on :

School/ Centre Vision and Values	<p><b><u>Values</u></b>  Harmony  Equity  Ambition  Respect  This is our Faith</p> <p><b><u>Vision</u></b>  The vision for our school is articulated through our school values and our school motto: <b>Forward Together</b></p> <ul style="list-style-type: none"> <li>★ <b>Harmony</b> to be a peaceful school environment that values the natural world we live in</li> <li>★ <b>Equity</b> to make sure that each learner and their family have what they need and recognise that this is not always the same for everyone.</li> <li>★ <b>Ambition</b> That everyone has high expectations of themselves</li> <li>★ <b>Respect</b> to be a place where we show respect for ourselves and for each other.</li> <li>★ <b>Faith</b> to ensure our Catholic Faith and Gospel values are at the heart of everything we do.</li> </ul>
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'forward together'

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>	<b>Content of plan</b>	<b>Completed</b>
Children and Young People	✓	Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Parent Council and Forum	✓	Takes account of the strategy for parental involvement under section 2 (4A)	✓
Teachers, practitioners and ALL school/centre staff	✓	An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Volunteers/ Community partners	✓	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓	Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	✓
		HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
		There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher / Head of Centre Signature: *Marianne Bradley*



**Pupil and parental strategic involvement**

<p><i>For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p style="text-align: center;"><b><u>Learner Participation</u></b></p> <p><b><u>Learning, Teaching &amp; Assessment</u></b></p> <p>Involvement in target setting Use of How good is OUR school Pupils Focus groups regarding learning and Teaching</p> <p><b><u>Opportunities for Personal Achievement</u></b></p> <p>Heritage Heroes awards John Muir Award RSPB Award Other accreditation opportunities Target setting Self-assessment Recording of achievements</p> <p><b><u>Decision Making Groups</u></b></p> <p>Pupil Leadership Team Pupil Groups – RRS, JRSO, Digital Leaders, literacy,</p> <p><b><u>Connection with the Wider Community</u></b></p> <p>Outdoor learning Continued parish links</p>	<p style="text-align: center;"><b><u>Parental Involvement</u></b></p> <p>Continue to build on the positive working relationship with Parent Council</p> <p>Continue periodic consultations shared electronically across all digital school communication channels (school app, glow blog, twitter and FaceBook) with the parent forum.</p> <p>Establish an evaluation exercises with focus groups throughout the session</p> <p>Continue gathering of feedback after parental engagement activities and act on views</p>

## Improvement Priorities

(Expressed as outcomes for learners)

## Education Service Improvement Plan 1: Our Leadership

**We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.**

### Rationale for Improvement:

Through classroom observations, monitoring of written evidence (learning logs) and learner focus groups a **minority** of learners are confidently and regularly setting targets for learning and aware of next steps.

Through observations and learner focus groups, the **majority** of learners at 2<sup>nd</sup> level are consistently involved in 'sharing their learning' however this isn't recorded and learners are not aware of the range of skills they are developing.

Discussions and quality assurance has highlighted that a **majority** of lessons are pitched at an appropriate level, differentiated and provide good pace and challenge. This needs to become consistent across the school and be the experience for **ALL** learners at **ALL** times. Planning was not always available in the case of staff absence – it needs to be the case that planning is accessible in the event of unplanned absences to ensure the **continuity and progression in learning for ALL learners**.

**Almost all** learners at 2<sup>nd</sup> Level and a **few** at first and early level had opportunities to lead learning across the school. There is a need to ensure that **ALL** learners have the opportunity to work collaboratively in mixed groups to lead improvements in the school.

Self-Evaluation across the Education Group highlighted the need for further opportunities for collegial working and for a focus on the spiritual development alongside the leadership development. Closer collegial relationships will provide opportunities for moderation and shared practice across all curriculum areas in the future.

What actions are required to reach the desired outcome?	Who	When
<p><b>Learners take responsibility for their own learning, successes and achievements</b> - Review impact of learning logs and the impact they have on target setting and recording achievements. Following the review any required amendments will be implemented to ensure all learners are developing a language of learning and can confidently identify their next steps in learning. <i>(Ref 1.4)</i></p>	<p>Staff working group, pupil focus group, parent focus group</p>	<p>By December 2024</p>
<p><b>Learners are developing the necessary resilience and confidence to enable them to make decisions about their own learning and to lead others' learning</b> – ensure involvement of learners in target setting and recording this as part of learning log. Ensure Sharing the Learning sessions are recorded and the impact on learners recorded. Ensure that learners are able to identify the skills they are developing in sharing the learning sessions. <i>(Ref 1.4)</i></p>	<p>Teaching Staff, staff working group</p>	<p>By December 2024</p>
<p><b>Improved outcomes for our learners in literacy and numeracy through continuous improvements in Planning, Learning, Teaching and Assessment</b> - Continue with 'Leaders of Learning' programme, continue collegiate approach to planning, learning, teaching and assessment. Planning to be moved onto digital format allowing hyperlinks to be used to utilise professional development in the pedagogy of literacy and numeracy. Following a move to digital platforms and the ongoing school quality assurance it should be evidenced that there is a clear understanding of progression through each level. <i>(Ref 1.2, 1.3)</i></p>	<p>Natalie Quinn All Teaching Staff SLT</p>	<p>Ongoing (see collegial calendar) August '24</p>
<p><b>Learners demonstrate leadership in a range of learning contexts within the school and community</b> Implement reviewed model for learners participation – RRSA –Sharon, Digital – Natalie, Reading Schools Awards – Chelsea, JRSO – Kay, Well-being – Yvonne, Library – Nora, Laudato Si – Marianne, Our Faith – Una, Sports Schools Scotland – vacancy &amp; Active Schools This model will allow learners across all stages to be involved in leading learning and development in cross cutting themes. <i>(Ref 1.4)</i></p>	<p>SLT All Teaching Staff Pupils</p>	<p>Groups by end August '24 and then by June '24</p>
<p><b>A commitment to CLPL for all staff through the Good Shepherd Leadership Pathway</b> – exploring four elements of vocational Leadership: Stewardship, Relational leadership, Pastoral leadership and Service Leadership. Through self-evaluation within the education groups session 2023/24 it was agreed that a more prescriptive programme of leadership development linked to the unique aspect of faith schools be implemented. This will involve a blend of fact to face sessions with colleagues across the education group and on line discussion. Each teacher will be allocated a critical peer group in which to discuss the professional readings and reflect on what it means for us</p>	<p>SLT All Teaching Staff EG colleagues</p>	<p>Ongoing (see collegial calendar)</p>

<p>practitioners. Through collegial reflection and development of understanding of leadership there will be a positive impact on P,LT &amp; A. (Ref 1.1, 1.3)</p>		
<p>Ref – link to ESIP priority 1</p>		

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Additional CA resource - CAs to be aware of learner targets	CAs will have a greater understanding of the targeted learning leading to improvement in attainment – ACEL data and individual progress to be tracked	HT CTs CAs	Tracking and Monitoring periods

<p><b>Evidence of Impact against outcomes for learners.</b></p> <ul style="list-style-type: none"> <li>• SHANARRI questionnaire information</li> <li>• Circle Participation Scale (identified learners)</li> <li>• Evidence of learner target setting</li> <li>• Evidence of Parent/Carer consultation and involvement in target setting</li> <li>• Consistent system for recording wider achievement</li> <li>• Improvements in consistency in standards of L &amp; T through class observations</li> <li>• Improved access to learner participation</li> <li>• Teaching Staff implementing relational leadership</li> <li>• Evidence of UNCRC underpinning all aspects</li> </ul>
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*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

FORWARD TOGETHER



<b>Improvement Priorities</b> <i>(Expressed as outcomes for learners)</i>	<b>Education Service Improvement Plan Priority 2: Teaching and Learning Together</b>  <b>Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.</b>
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**Rationale for Improvement:**

An evaluation exercise and audit highlighted the need to review curriculum rationale and offerings in terms of learning in science, social studies and technology. While **most** E & Os were covered at all levels there was a substantial number not covered at each level by the end of P1, P4 & P7.

While ACEL data in numeracy has remained steady and changes accounted for through movement of pupils between schools there remains a need to address the pace and challenge at all levels to increase attainment at 2<sup>nd</sup> Level.

ACEL DATA (per cohort)		Numeracy						
	P1	P2	P3	P4	P5	P6	P7	
22/23		94%	82%	78%	52%	59%	43%	
23/24		94%	77%	68%	54%	59%	42%	
+/-	N/A	=	-5%	-10%	+2%	=	-1%	
cohort TARGET 23/24		94%	82%	84%	76%	71%	74%	

A consistent approach to the expected standards of classroom pedagogy is required to ensure children understand what they are learning and why, particularly in reading. A focus on the 'Gold Standard Learning' in our school. This consistent approach is required to raise attainment for all cohorts.

ACEL DATA (per cohort)		Reading						
	P1	P2	P3	P4	P5	P6	P7	
22/23		82%	73%	63%	48%	65%	39%	
23/24		65%	54%	63%	67%	65%	46%	
+/-	N/A	-17%	-19%	=	+19%	=	+7%	
TARGET 23/24		82%	73%	80%	71%	70%	83%	



What actions are required to reach the desired outcome?	Who	When
<p><b>A review of the planning, learning, teaching and assessment of Social Studies, Science &amp; Technologies</b> – integrating the previous CLPL in becoming a ‘Harmony’ school, an evaluation of the P,L, T &amp; A has been carried out. The contexts for learning in IDL required to be reviewed to better reflect the context of the school, the community and the wider world. Through better use of the EA Frameworks teaching staff will develop a clearer understanding of the expected learning. Implementation of the harmony 6 weekly planners will support teachers to develop innovative ways of supporting P, L, T &amp; A in IDL. Staff development activities will focus around the use of IDL related texts to systematically teach reading skills resulting in increase in ACEL reading data. Through QA digital literacy skills should be evident in all curricular areas. (Ref 1, 4, 5, 6, 7)</p>	HT CTs	AUG 24 Fully implemented by Jun 24
<p><b>The implementation of a new approach to Planning in Numeracy and Mathematics</b> – a new pathway has been developed to reflect the need identified through moderation that there was a requirement for streamlining. Improvements to the pace of L &amp; T should be observed and reflected in increase on ACEL data. (Ref 1, 6)</p>	DHT CTs	In line with QA calendar
<p><b>Improved classroom experiences through a commitment to our ‘excellent learning’ criteria</b> – all classrooms and learning spaces to display the criteria. A child friendly version will be created to allow learners to contribute to the QA of learning and teaching. Criteria to be shared with parents and carers. Peer observations and visits to be organised and added to QA calendar. The focus of feedback will reflect the criteria. Through QA activities, improvements should be reflected in <b>consistent</b> approaches across the school. (Ref 3)</p>	All Staff	Aug 24 and ongoing
<p><b>Improved access to the experience and expertise within EAC &amp; AHSCP for CLPL</b> – liaise with others establishments to arrange learning visits for staff, liaise with EAST colleagues to develop bespoke training in meeting learner needs. To continue working with EP colleagues in developing strategies for supporting neurodiverse learners and supporting parents/carers and all staff. Anticipated increase in ACEL data for all learners and a decrease in non-engagement. (Ref 2, 5, 6)</p>	HT EP CTs CAs	October 24

Ref – link to ESIP priority 2

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Additional CA resource – CAs to access CLPL to improve the supports to neurodiverse learners providing better access to curriculum.	CAs to have greater understanding of learner needs – tracked through engagement levels.	HT EAST Core CAs	June 24

**Evidence of Impact against outcomes for learners.**

- Improved L & T in IDL – evidenced through QA, learner focus groups
- Programme of CT peer review process, moderation of learner experiences and attainment
- CLPL programme in place through PRD process
- CLPL provision through partnerships

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

**Improvement Priorities**  
*(Expressed as outcomes for learners)*

**Education Service Improvement Plan Priority 3: Our wellbeing and belonging**

**We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.**

**Rationale for Improvement:**

Over the past two years we have implemented the GWMP tracking tool for wellbeing. Self-Evaluation with staff groups and pupils identified that the subgroupings and questions had resulted in a loss of understanding of the SHANARRI wellbeing indicators. Staff reported that going back to tracking the SHANARRI indicators discreetly would provide better information for planning interventions alongside learners. It was agreed that a digital tool would work best.

20% of pupils currently have attendance under 90%. Whilst attendance for some learners has improved there continues to be a minority of families where attendance is a barrier to attainment. There continues to be children for who mental wellbeing prevents attendance at school.

62% of pupils reside in SIMD 1 & 2

Current fiscal landscape and the local socio economic demographic indicates that general living costs are a difficulty for some families. We will continue to work towards reducing costs associated with the school day.

The publication of The Promise : Plan 24 – 30 in June 2024



What actions are required to reach the desired outcome?	Who	When
<p><b>Improved systems for tracking wellbeing</b> – following evaluations, a new approach to tracking will be implemented. Working alongside Gordon Pearson a new tracking tool to be developed to allow CTs to identify those in need of interventions and track improvements. (Ref 3.1, 3.3)</p>	HT CTs	Aug 24
<p><b>A renewed focus on SHANARRI indicators</b> – tracking of wellbeing to link to indicators. Indicators to be shared with learners and families along with how it relates to UNCRC. Learners should know what each indicator means and from where and who they can access support. (Ref 3.6)</p>	HT DHT	From Sep – Jun 24
<p><b>Access to timely interventions when required</b> – new tracking tool to identify those who would benefit most from interventions. LIAM and resilience framework intervention for individual pupils where required. Increase support received from third sector. Introduce parent/carer sessions through Children 1<sup>st</sup>. Positive impact on children and families feeling supported. (Ref 3.7)</p>	HT NU'S CD Children 1 <sup>st</sup>	Sep '24
<p><b>Support learners and families with attendance</b> – individual child's plans to support attendance where anxiety or health is a mitigating factor. Agreements in place with families whose attendance continues to cause concern where no mitigating factors. Ensure parents/carers have the necessary supports to empower them to improve attendance. Positive impact on attendance for identified learners and families. (Ref 3.7)</p>	HT	Ongoing
<p><b>Seek funding and alternatives</b> – applications to be made to help reduce the costs to families for additional learning experiences such as off site visits and additional resources. Ensure families know and understand how to contact the financial inclusion officer. Impact will allow us to continue keeping costs associated with the school day at an absolute minimum. (Ref 3.8)</p>	HT & Parent Council	Ongoing
<p><b>Implementation of The Promise</b> – all staff to be aware of who our care experienced learners are, what impact being care experienced may have on learning and wellbeing, understand the definition of 'care experienced'; know about Scotland's Promise and the Plan 24-30. (Ref 3.4)</p>	HT Health & Wellbeing Lead	October In service
<p>Ref – link to ESIP priority 3</p>		

FORWARD TOGETHER



PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Funding of 2 staff for breakfast club and associated costs for those with FSM. Full funding for 2 x learners for residential and partial funding of 40% for 14 learners.	Track link between breakfast club and attendance for targeted families Participation in residential	CA, Clerical, FPM, HT HT	Aug '24  Feb '24

**Evidence of Impact against outcomes for learners**

- Improvements in data from wellbeing tracking
- improved knowledge of where to seek support
- Tracking data of interventions – improved scores
- *Increased Circle Participation data*
- *Improved attendance for targeted individuals and families*

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

**Improvement Priorities**  
*(Expressed as outcomes for learners)*

**Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements**

**We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.**

**Rationale for Improvement:**

Our Curriculum rationale requires to be updated in consultation with stakeholders. As noted under priority 1 there is a need to review pedagogy and learning in IDL across the school.

Attainment across the school continues to be below local and national averages and our comparator schools.

Continued use of robust attainment data will help to inform next steps in learning and inform teaching staff of where additional resource can be used to improve attainment.

The % of pupils in SIMD 1 & 2 reaching national expected levels continues to be lower than those in SIMD 3-10 for all areas except reading, however this has narrowed in L&T and remained the same for writing and numeracy.

	22/23	23/24	Narrowed by
Reading	-12%	+3%	15%
Writing	-8%	-8%	=
L&T	-18%	-10%	8%
Numeracy	-10%	-10%	=

What actions are required to reach the desired outcome?	Who	When
<p><b>A focus on developing creativity through improved planning, learning, teaching and assessment across the curriculum</b> – planning to reflect current local and national contexts, planning in IDL to ensure opportunities for problem solving, creating 'big questions' and investigating solutions. Learners should have improved knowledge and skills in social studies, science and technologies.</p>	HT CTs	From Aug '24
<p><b>Improved Skills based progression for science, social studies and technologies</b> – see priority 1</p>	HT CTs	From Aug '24
<p><b>Development of school level raising attainment strategy</b> – this will involve all stakeholders and give clear guidance on how we aim to raise attainment for all learners. Learners will know what we are doing to improve their learning, achievements and attainment. (Ref 1)</p>	HT and all stakeholders	By October '24
<p><b>Continue using tracking and monitoring procedures that are in place</b> – ensure that all staff involved in a pupils learning journey are involved in making robust judgements through use of benchmarks and progression frameworks. Learners will benefit from staff who are knowledgeable about curriculum pathways and progression. (Ref 2)</p>	CTs	Ongoing
<p><b>Ensure that all staff are aware of the issues around poverty and the effect on attainment</b> and are clear how to use data to track the narrowing of the attainment gap within their own classes and across the school. Poverty Related Attainment Gap. Improvements for learners in staff implementing timely interventions and class based supports where required. (Ref 4)</p>	CTs	Aug '24
<p><b>Ensure that PEF is utilised to support learning.</b> Funding of additional CA. Identified learners will have access to more support. (Ref 5)</p>	HT	Aug '24

Ref – link to ESIP priority 4

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Additional CA support to implement interventions for identified individuals	Improvements to attainment for identified learners	CA CTs	Ongoing

<p>Evidence of Impact against outcomes for learners</p> <p>Improved L &amp; T of social studies, science &amp; technologies Improved progress for all pupils</p>
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*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*



'forward together'



## Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> <li>★ Learners take responsibility for their own learning, successes and achievements</li> <li>★ Learners will develop the necessary resilience and confidence to enable them to make decisions about their own learning and to lead learning</li> <li>★ Improved outcomes for our learners in literacy and numeracy through continuous improvements in Planning, Learning, Teaching and Assessment</li> <li>★ Learners demonstrate leadership in a range of learning contexts within the school and community</li> <li>★ A commitment to CLPL for all staff through the Good Shepherd Leadership Pathway</li> </ul>	<ul style="list-style-type: none"> <li>★ A review of the planning, learning, teaching and assessment of Social Studies, Science &amp; Technologies</li> <li>★ The implementation of a new approach to Planning in Numeracy and Mathematics</li> <li>★ Improved classroom experiences through a commitment to our 'excellent learning' criteria</li> <li>★ Improved access to the experience and expertise within EAC &amp; AHSCP for CLPL</li> </ul>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> <li>★ Improved systems for tracking wellbeing</li> <li>★ A renewed focus on SHANARRI indicators</li> <li>★ Access to timely interventions when required</li> <li>★ Support learners and families with attendance</li> <li>★ Seek funding and alternative ways of doing things</li> <li>★ Implement 'The Promise'</li> </ul>	<ul style="list-style-type: none"> <li>★ A focus on developing creativity</li> <li>★ Improved Skills based progression for science, social studies and technologies</li> <li>★ Development of school level raising attainment strategy</li> </ul>