St Patrick's RC Primary School

SCHOOL IMPROVEMENT PLAN

SESSION 2026-2027

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs

Focused Priority 1:

- To improve the consistency and quality of learning, teaching and assessment across the school with a focus on strengthening moderation practices and the effectiveness of differentiation.
- To meaningfully embed children's voice in their learning, enabling them to be active participants in their learning and the wider school community.

HGIOS4 Quality Indicators

1.2 Leadership of Learning
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
3.1 Ensuring Wellbeing, Equality and Inclusion
3.2 Raising Attainment and Achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Improved consistency in teacher professional judgements through robust moderation practices, leading to more accurate identification of learners' progress and next steps, and ensuring all children experience appropriate levels of support and challenge in their learning. There will be increased attainment and achievement	**Professional Learning Activities:** • Provide targeted professional learning on effective differentiation, including responsive planning, scaffolding, challenge and support strategies. • Provide professional learning focused on high-quality moderation practices, including use of benchmarks, exemplification and evidence of learning. • Facilitate professional dialogue sessions where staff collaboratively analyse learners' work and agree standards.	HT, PT, SfL & teaching staff	**Data:** • Analysis of attainment data in Literacy, Numeracy and all areas of BGE. • Analysis of CfE data alongside BASE/NSA data. • Analysis of data for identified cohorts e.g. SIMD, ASN, GATE, EAL, LAC, AF etc. • Wellbeing Wheels **People's Views:** • Staff views on confidence in moderation and differentiation (pre/post professional learning). • Staff professional dialogue with school/ cluster colleagues.	**Data:** • Termly Tracking Meetings • BASE: Sept & May • P4 NSA: Jan/Feb • P7 NSA: Nov/Dec • Termly **People's Views:** • Sept & May • Feedback Fridays

across the school with reduced variation between classes and stages, ensuring all children benefit from equitable learning experiences and make sustained progress appropriate to their individual needs and starting points. Through participation in professional learning, all staff will enhance their skills in differentiation to deliver learning contexts that meet all learners needs. Therefore, all children will benefit from learning experiences that are appropriately differentiated, leading to increased engagement, confidence and progress for all learners. All children will be able to demonstrate increased ownership of their learning and the	• Engage in cluster moderation opportunities to ensure consistency of standards beyond the school. **Enhancing Learner's Experiences:** • Embed regular opportunities for pupil voice, including learner conversations, class consultations and pupil focus groups. • Ensure learning experiences are inclusive, motivating and appropriately challenging for all learners. • Provide opportunities for children to co-design aspects of learning, contributing to contexts and approaches. • Support learners to set targets and reflect on their progress, increasing ownership of learning. **Learning, Teaching and Assessment:** • Establish a clear, progressive whole school moderation calendar, including in-school and Cluster moderation activities. • Implement consistent approaches to differentiation across all classes, including		• Focus groups with children to gather their views on their ownership of learning both in class and the wider school community. • Seek parent views on children's experiences. **Observation:** • Classroom visits focused on differentiation, pupil ownership of learning and a consistent approach to learning across all classes. • Pupil focus groups with a focus on jotter monitoring/ attainment	throughout the year. • May 27 **Observation:** • Term 2, 3 & 4 • Termly

wider school community through meaningful participation in decision-making. All children will be able to articulate their progress, next steps and achievements.	flexible grouping and adaptive teaching. • Use assessment evidence effectively to inform planning and next steps in learning. • Promote a shared understanding of standards and progression through regular moderation activities. • Ensure learning intentions and success criteria are clear, meaningful and understood by learners. **Assessment and Feedback:** • Strengthen the use of formative assessment strategies to support responsive teaching. • Ensure feedback is timely, specific and supports next steps in learning. • Develop consistent approaches to learner feedback and self/peer assessment. • Use moderation activities to ensure reliability of teacher judgement in assessment. • Track and monitor progress using a range of quantitative and qualitative data, including learner voice.			
Ongoing Evaluation				

Education Directorate Improvement Plan: Curricular Pathways				
Focused Priority 2: To strengthen curricular pathways and improve learning, teaching and assessment through a collaborative outreach programme between St Andrew's RC High School and cluster primary schools, resulting in increased staff confidence, improved learner experiences, and enhanced progression from primary into secondary education.				
HGIOS4 Quality Indicators		**Quality Improvement Framework**		
1.1 Self-evaluation for self-improvement 2.3 Learning, Teaching and Assessment 2.2 Curriculum 2.6 Transitions 3.2 Raising attainment and achievement		Learning, Teaching & Assessment Curriculum Pathways Meeting Learners' Needs		
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** ***(Triangulation of Evidence/QI Methodology)***	**Timescales**
Improved learner engagement, confidence and attainment across key curricular areas. Enhanced continuity and progression from P1–S1. Increased staff confidence and capacity in delivering specialist subjects. Stronger primary–secondary collaboration. Improved transition experiences and clearer subject pathways.	**Development and Delivery of Outreach Programme** - Weekly allocation of secondary specialists (Music, Science, Social Subjects, Art & Design, Modern Languages) to cluster primaries - Joint planning of learning experiences aligned to school priorities **Building Staff Capacity** - Co-planning and team teaching - Modelling effective pedagogy - Sharing resources and assessment approaches - Providing professional learning opportunities - Developing clear progression pathways	Headteacher (Primary & Secondary) – strategic oversight DHT/PT (Cluster Leads) – coordination and monitoring Secondary Subject Specialists – delivery, modelling practice, professional learning Primary Staff – collaboration and implementation	Staff feedback demonstrating increased confidence and improved pedagogy Learner voice evidencing increased engagement and enjoyment Improved quality of pupil work and attainment evidence Observations of learning and teaching Evidence of improved progression and transition Review meetings evaluating impact against priorities	Aug–Sept: Planning and identification of priorities Oct–May: Ongoing delivery of weekly programme Termly: Review and evaluation June: Final evaluation and next steps

	Enhancing Learner Experiences - Practical workshops and demonstrations - Skills-based and interdisciplinary learning - Creative and investigative projects - Performance and presentation opportunities - Language immersion experiences **Strengthening Transition** - Developing sustained relationships between sectors - Aligning expectations and pedagogy - Early identification of learner strengths and needs **Collaborative Planning and Flexible Delivery** - Targeting whole-school priorities, year groups or learners - Supporting teaching, mentoring, curriculum development and transition			
Ongoing Evaluation				
This programme will be reviewed regularly through ongoing self-evaluation. Evidence from staff, learners, and observations will inform adaptations to ensure continued alignment with school priorities and sustained impact.				