Education – Improvement Planning Document – 2025-26



Establishment Name: St. Joseph’s Primary School & Nursery Class

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| Head of Establishment | Alan Graham | Date |  |

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| Quality Improvement Officer | Elaine McLoughlin | Date |  |

Our Vision, Values and Aims

**Our Values: Friendship, Honesty, Kindness & Respect**

Our Aims:

St. Joseph’s Primary aspires to develop as a community of faith and learning, through the faith, tradition and sacramental life of the Catholic Church.

In St. Joseph’s Primary & Nursery Class we believe that all children have the right to be safe, healthy, achieving, nurtured, active, respected, responsible and included. We value all members of the school community and believe that the Christian values of the Gospel should permeate the life of the school.

We aim to:

* work in partnership with parents and community to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.
* provide the highest quality learning activities and educational programmes suited to individual needs and attributes.
* maintain the highest possible levels of attainment and achievement.
* encourage all pupils to aim high and reach their full potential.
* provide a happy, secure, welcoming environment which promotes well-being and respect.
* develop leadership at all levels – in staff and in pupils.
* value and develop our staff.

*Stakeholder’s views*

**How were stakeholders views collected?**

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| * Staff collegiate sessions * Parent group meetings * Validated Peer Review Report * House captain meetings and pupil voice * Microsoft forms * Partners meetings |

**How was PEF spend consulted on?**

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| * Staff Collegiate sessions * Parent group meetings * House captain meetings and pupil voice * Microsoft forms |

Plan: Session 2025-26

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| **Priority 1 – Attainment In Literacy & Numeracy - Curriculum**  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | |
| **National Improvement Framework Outcomes**  **4. High achievement and reduced attainment gap for all learners.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.2 Leadership of learning  1.5 Management of resources to promote equity  2.2 Curriculum  2.3 Learning, teaching and assessment  2.1 Children experience high quality spaces  3.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **Literacy & Numeracy**  While attainment across all areas of literacy & numeracy have improved from last year across the whole school, staff self-evaluation indicated that there were some barriers relating specifically to consistency of approach. These barriers related to multiple staff changes throughout the year, variation in deployment and utilisation of resources and gaps in collegiate training and staff development directly relating to variations in staffing.  In order to mitigate these barriers the following steps will be taken:   1. New literacy resources will be purchased which will formulate and support a consistent approach to the teaching of comprehension and grammar across the school. 2. New numeracy resources will be purchased which will formulate and support a more consistent approach numeracy across the school. 3. Staff engagement with Inverclyde PASE blog, Inverclyde Literacy Framework and Inverclyde Numeracy Strategy. 4. Nursery staff to engage with Inverclyde Numeracy Strategy in order to address an identified gap in Early Level Numeracy skills. 5. Staff training in Data Literacy will be delivered by SEF Lead to all school and nursery staff.   **Play**  Our approach to Play Pedagogy was previously validated as an example of Best Practice. Due to changes in staffing and specific need identified within our P1 & P2 cohort, we made the decision to step back from our immersive approach to Play. While this has resulted in increased attainment for this specific cohort, we recognise the need to re-introduce our immersive approach across Early Level and beyond. This provides us with an opportunity to build on our previous very good practice and make further progress in our shared approach to learning across the whole of Early Level with our Nursery Class and Primary 1 partnership. As a result of the changes we underwent our pupils in P3 and P3/2 are now in a position to benefit from Play Pedagogy while maintaining and improving their academic progression.  **Outdoor Learning**  As with Play, our approach to Outdoor Learning across the entire school was validated as an area of strength. This has similarly been affected by changes to staffing. The framework exists and will be re-implemented throughout the entire school.  **Environments**  Self-evaluation by Early Years staff has identified a need to provide support and training to all practitioners in creating, maintaining and adapting environments in the Early Years setting. Staff will engage in collegiate training and seek out best practice in establishments in the LA and further afield.  **Target Setting & Assessment in Early Years**  In response to self-evaluation and acting upon advice from Care Inspectorate, staff will continue to embed the LA Tracking Tool. They will adapt a more responsive approach to this through “Together Time” where they will engage children in the target setting process. Work will be ongoing to support staff to carry out more effective observations in order to better inform targets and recording of learning and skills development.  **New Improvement Framework**  Staff will engage with the New Improvement Framework through collegiate training and ongoing discussion throughout the year. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| Literacy & Numeracy   * By June 2026 at least 85% of school will be on track across all curricular measures * By June 2026 almost all pupils not recorded as having personal milestones will have made 1 year’s improvement in at least one area of literacy and in numeracy. * By June 2026 all staff will be able to evidence engagement with Inverclyde PASE blog, Inverclyde Literacy Framework and Inverclyde Numeracy Strategy and evidence impact of engagement in their classroom practice.   Play   * By June 2026 most of the learning in P1 & P2 will be delivered through a planned, progressive, full immersive play pedagogy. * By June 2026 play pedagogy will have begun to be established as a significant learning vehicle in the P3 curriculum. * By June 2026 an updated Play Pedagogy Policy will be developed and in full implementation.   Outdoor Learning   * By June 2026 the St. Joseph’s Outdoor Learning Framework will be revised and updated and every pupil at every stage will have experienced regular outdoor learning opportunities.   Environments   * By October 2025 every member of Early Years staff will have received training on developing and adapting a variety of learning environments to promote maximum learning opportunities for pupils. * By December 2025 every member of Early Years staff will have visited at least one other Early Years Establishment in the LA in order to identify good practice in creating good learning environments and shared this at collegiate time with colleagues. * By June 2026 every member of Early Years staff will have demonstrated in planning and evaluation how they have utilised their training to improve the learning environments in the nursery setting. * On an ongoing basis throughout the year children’s level of engagement with environments will increase as measured using the Leuven Scale.   Target Setting & Assessment   * On an ongoing basis all staff will continue to embed the use of Inverclyde’s Early Years Tracking tool. * By December 2025, staff will review the effectiveness of “Together Time” in support of children’s engagement in target setting and will adopt, adapt or abandon. * By June 2026 all staff will have supported pupils to engage in self-assessment and self-evaluation through play experiences relating to targets. * By June 2026 SLT and peer observations, floor books and learning journals will produce evidence of high quality staff observations and how these inform planning and target setting for children.   New Improvement Framework   * By June 2026 all staff will have participated in collegiate training around the New Improvement Framework and will be evidenced by updated self-evaluation procedures. | |
| **If PEF spend is supporting – how much and what?** | |
| Purchase of Literacy & Numeracy Resources - £3500  Purchase of Play materials & replacement of broken/worn resources for P1 & P2- £5000  Inspection & Upkeep of existing playground infrastructure - £1000  Purchase of resources for Playground & Outdoor learning - £3000 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **New Literacy & Numeracy Resources**   * Resources will be incorporated into forward planning and reviewed termly in order to support pace of learning and evidence attainment. | Ongoing until June 2026 |  | **SLT**  **All teachers** | Numeracy workbooks and literacy textbooks. |
| **PASE, Literacy Framework & Numeracy Framework**   * All staff will identify specific area of engagement as part of CPD plan * Collegiate sessions will be delivered throughout the year to review training and resource offer available from on-line platforms | By end of Sept 25  Ongoing until June 2026 |  | SLT  Teaching staff  SLT  Jennifer Skelton (Literacy Co-ordinator)  Kathleen Christie (Numeracy Co-ordinator)  Teaching Staff | CPD plan  On-line platforms  Collegiate Calendar |
| **Play**   * Play pedagogy will be re-introduced into P1 & P2 utilising existing policy and planning supports. * Additional resources and materials will be purchased to support Play provision. * St. Joseph’s Play Pedagogy policy amended and updated | August 2025  By Oct 2025  By June 2026 |  | SLT  Ellis McAteer P1 Teacher (Temp until November 2025)  Claire Cameron P2 Teacher  Nicole Thomson P1 teacher from November 2025  Kimberley McVey P3 teacher | Play materials  Indoor and outdoor furniture to facilitate play experiences.  Wet Weather/Safety clothing to facilitate learning and play outside |
| **Outdoor Learning**   * St. Joseph’s Outdoor Learning Framework will be implemented fully across the school * Framework will be reviewed, updated and adapted as necessary * Playground equipment inspected and any maintenance work completed * Playground games, toys and equipment reviewed and updated. * Additional Outdoor Learning Resources identified and purchased. | By June 2026  By June 2026  By Oct 2025  By Oct 2025  By Dec 2025 |  | SLT  Kimberley McVey (Outdoor Learning Co-ordinator)  All staff  Playground Pals (pupil voice)  School Estates/H & S  ROSPA Certified Inspector | Collegiate sessions to review Outdoor Learning Framework led by Kimberley McVey & SLT.  Equipment for playgrounds.  Resources for Outdoor Learning  Annual Inspection agreement in partnership with school estates/ H&S / ROSPA Accredited Inspector. |
| **Environments**   * All staff will attend collegiate training on the establishment, maintenance and development of effective learning environments in an Early Years setting. * All staff will have identified and visited at least one other LA establishment to identify good practice in creating and maintaining learning environments. * All staff will have shared learning experiences with colleagues from external visits. * St. Joseph’s Nursery Learning Environment Policy will be created and fully implemented | By Oct 2025  By Dec 2025  By Feb 2026  By June 2026 |  | Led by Emma Love Senior EYECO  SLT  All Early Years Staff |  |
| **Target Setting & Attainment**   * All Early Years staff will continue to embed the use of Inverclyde’s Early Years Tracking tool as per the St. Joseph’s Quality Assurance Calendar. * Staff, led by Emma Love, will devise a programme of “Together Time” where children will be integral in the identification, setting and measuring of learning targets. * “Together Time” will be implemented where Key Workers will liaise with their identified groups to identify, explore and review children’s targets on an ongoing basis * Staff in partnership with SLT will review effectiveness of “Together Time” and formulate appropriate plan for rest of academic year. | Ongoing across academic year 25/26  August 2025  By September 2025  By December 2025 |  | SLT  Early Years Staff | Inverclyde Early Years Tracking Tool  St. Joseph’s Quality Assurance Calendar  Collegiate and In-Service Training |
| **New Improvement Framework**   * Review of New Improvement Framework highlighting similarities and differences with existing self-evaluation documentation. * Use of New Improvement Framework to inform and support self-evaluation * New self-evaluation policy created informed by New Improvement Framework | In-Service Day Aug 2025  Ongoing training offered by Local Authority  Collegiate sessions throughout academic year25/26  By June 2026 |  | Local Authority Training  SLT  All Early Years Staff | New Improvement Framework |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Data dashboards will indicate identified learners are making progress in line with outcomes * Tracking meetings indicate that interventions are effectively impacting pace of learning and attainment * E & O trackers will demonstrate that there is a consistent approach to Literacy & Numeracy across the school resulting in fewer gaps in learning. * Individual targets set at planning meetings will be overtaken within the defined timescales * Intervention tracker will indicate progress - reviewed termly * Tracking meetings will provide evidence of teacher confidence in utilising data to inform planning and judgements. * Forward plans will evidence how data is used to inform planning. * CPD Records will demonstrate staff engagement with on-line platforms * Staff and pupil self-evaluation will demonstrate increased engagement with play & outdoor learning and will evidence pupil engagement in identifying and measuring learning. * New policies will be completed. * Evaluation of Early Years Learning Environments will be carried out by staff and Early Years colleagues from across the Local Authority and will be accredited to be at least “Good” using the New Improvement Framework. * A new Environment Policy informed by training and practice across the year will be completed. * Learning Journals, planning documentation and floor-books and staff and pupil feedback will evidence high quality target setting in which children are integral to the process. |

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| **Priority 2 – Meta-Skills, DYW & Curriculum**  Improvement in skills and sustained, positive school-leaver destinations for all young people  Closing the attainment gap between the most and least disadvantaged children and young people | |
| **National Improvement Framework Outcomes**  **1. Empowered and accountable education system supporting lifelong learning.**  **3. Inclusive curriculum and assessment for a sustainable future.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  3.1 Play and learning  4.3 Children's progress | **UNCRC**  Article 29 (Goals of education):  Article 28: (Right to education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| *Professor Hayward (2023) reinforces the importance of considering the skills and attributes an educated person needs in order to thrive in society, and how learners should be supported to reflect on the skills and attributes they are developing. To build these skills and support this self-reflection we recognise that we need to explicitly teach meta skills and the language of skills development. We will work with Skills Development Scotland to review how our curriculum can best support this and engage with Tree of Knowledge to provide staff professional learning to enhance their practice.*  The above statement is taken directly from last year’s SIP and continues to be applicable as we journey towards embedding knowledge and use of meta-skills in every aspect of our curriculum. We will continue to teach meta-skills explicitly to our pupils and will incorporate this in every aspect of the curriculum. We will support parents to understand the importance of meta-skills as essential tools to facilitate life=long learning.  Almost all pupils in Primary 7 achieved accreditation with the Dynamic Youth Award. This greatly facilitated the teaching and implementation of Meta-Skills. We will roll this out to Primary 6 & 7 pupils over the next year and explore the possibility of further expansion across the school and partnership working with St. Columba’s High School. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * By June 2026 almost all pupils will have further developed their ability to exemplify how meta-skills impact their learning in school and beyond. * By June 2026 almost all pupils in 3-5 room will have delivered a presentation to school pupils on what they have learned about meta-skills and how they use them in the nursery. * By June 2026 all pupils will have participated in developing a presentation for parents on what meta-skills are and how they are utilised in school and in life-long learning. * By June 2026 almost all pupils in Primaries 6 & 7 will achieve accreditation with the Dynamic Youth Award. * By June 2026 a plan will be created to deliver Dynamic Youth Award or similar accreditation across 1st and 2nd level. * By June 2026 a plan will be created in partnership with St. Columba’s High School and cluster partners to utilise Dynamic Youth Award or similar accreditation into our transition programme. | |
| **If PEF spend is supporting – how much and what?** | |
| Registration with Dynamic Youth Award – Approx. £350 for P6 & P7  Resources to support delivery of Meta-Skills learning and conferences - £1000  Barnardo’s Family Support worker – Co-ordination of DYA and support in leading across school – Approx 1/3 of workload equates to £10,400 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Meta-Skills will continue to be taught explicitly using the Tree of Knowledge Meta-Skills Framework which will be fully implemented across the school | From Aug 2025 |  | **All staff across school and nursery** | Tree of Knowledge Meta-Skills Framework |
| Staff will continue to develop their knowledge of meta-skills through ongoing collegiate sessions. | Ongoing across academic year 25/26 |  | All Staff across school and nursery | Tree of Knowledge Website  Skills Development Scotland Website |
| Children in 3-5 room will deliver a presentation to school pupils on what they have learned about meta-skills and how they use them in the nursery. | May 2026 |  | Early Years Staff  Children in 3-5 room | Tree of Knowledge Website  Tree of Knowledge Meta-Skills Framework |
| A Meta-Skills conference will be delivered to all parents, showcasing the learning which has taken place across the year. Pupils in every class will demonstrate their learning through presentations, displays and hands-on activities for parents. | June 2026 |  | All staff  All pupils  FSW  All parents |  |
| Primary 6 & 7 pupils will identify projects as part of their DYA accreditation and create action plans to carry out projects. | By Oct 2025 |  | FSW  Class Teachers  Primary 6 & 7 pupils | DYA Materials |
| Primary 6 & 7 pupils will implement and review action plans across the year with support from FSW and class teachers | Ongoing until May 2026 |  | FSW  Class Teachers  Primary 6 & 7 pupils | DYA Materials |
| SLT in partnership with cluster colleagues and staff from SCHS will explore the viability of a meta-skills transition programme for P7 pupils. | Cluster meetings and ongoing throughout academic year 25/26 |  | Cluster SLT | DYA  Skills Development Scotland Website |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * During monthly pupil focus groups with DHT, pupils will identify a recent meta-skill they have developed and exemplify in context. * Sampling of meta-skill self-evaluation wheels will demonstrate an increase in pupil confidence of target meta-skills. * Staff pre and post surveys will indicate an increase in their classes skills development using a 0 – 10 rating. * Forward plans will give explicit demonstration of meta-skills in every curricular area * Parent evaluations will indicate effectiveness of Meta-skills conference. * Accreditation of P6 & P7 pupils with DYA |

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| **Priority 3: Health and Wellbeing**  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education | |
| **National Improvement Framework Outcomes**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **2. Strong partnerships between schools, services, families, and communities.**  **4. High achievement and reduced attainment gap for all learners.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.4 Personalised support  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 3 (Best interests of the child):  Article 28: (Right to education):  **Developing in Faith**  Developing as a community of faith and learning |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| As an authority, Inverclyde have identified various areas schools will target which will contribute to improvements in Health and Wellbeing of pupils. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By May 26, almost children will again indicate they are listened to, involved in decision making which affects them and are treated fairly in our school.  By June 26, our attendance rate will increase by 1.1% to 92.5% and the gap between SIMD 1-2 and SIMD 3-10 will narrow to 2.0%  By May 26, almost all pupils will recognise the Respect Me definition of bullying and will indicate that either they have not experience bullying or that it has been dealt with appropriately.  The only outcome above which does not include our nursery class is the attendance one, as attendance is not compulsory in Early Years. However, DHT and Senior will monitor nursery attendance and report to HT on weekly basis.  By June 26, our Barnardo’s Family Support Worker will have run at least one GEM group programme for identified girls in P6 & P7  By June 26, our Barnardo’s Family Support Worker will have run at least one Seasons for Growth group for identified pupils. | |
| **If PEF spend is supporting – how much and what?** | |
| Barnardo’s Family Support Worker – Approximately 1/3 of time will be allocated to supporting attendance. Equates to £10,400  Barnardo’s FSW – Approximately 1/3 of time will be allocated to supporting social and emotional H&W of pupils and families – Equates to £10,400  Clerical Support in recording & reporting attendance – 14 hours per week - £9000  Resources to Support attendance – Printing and publication costs – Approx £1000  Resources to support Equalities, including Anti-Bullying - £3,648 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Create a St Joseph’s attendance policy which takes local and national policy into account which ensures attendance remains high and the attendance gap continues to narrow. | By October 25 |  | SLT lead  All staff and pupils  All families | Inverclyde Attendance Policy |
| Identify children with potential attendance concerns based upon previous year’s attendance figures. | August 2025 |  | HT  FSW | SEEMIS |
| Materials promoting attendance and demonstrating consequences of negative attendance to be created, printed and distributed to all families | September 25 |  | HT  FSW |  |
| Weekly review of attendance figures to identify families requiring support and action plans compiled and reviewed as required | Ongoing across academic year 25/26 |  | HT  FSW  Identified families |  |
| Review St Joseph’s Anti-Bullying charter and policy in line with the Respect-Me definition and taking into account changes to local authority policy. | By June 26 |  | SLT lead  All staff and pupils  House captains and vice captains | Inverclyde Anti-Bullying Policy  Respect Me resources |
| Review changes to the Inverclyde Promoting Positive Relationships policy with staff and new guidance from the Scottish Government around behaviour in schools. | By June 26 |  | SLT lead  All staff and pupils | Inverclyde Promoting Positive Relationships policy |
| Continue to develop action plans at school and cluster level through our Equalities Coordinators and Equalities group. | Ongoing |  | C. Cameron (Equalities Co-ordinator)  Cluster partners  Equalities Group  Elaine McLoughlin | Cluster plans  Equalities coordinator group |
| Senior leaders to participate in Signs of Safety training with HSCP. | By June 26 |  | SLT  HSCP colleagues |  |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Through questionnaires, we will gain pupil feedback on the support they receive in school in which most pupils will recognise that they are listened to, involved in decision making and treated fairly. * In questionnaires, pupils will recognise that bullying has been handled appropriately. * Tracking materials will show support for those pupils who indicate lower scores on wellbeing webs and improvements over time. * Attendance dashboard will demonstrate improvements across the year. Weekly attendance monitoring will track attendance closely. Action plans will be devised with and for identified families and will be reviewed on a weekly basis. |

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| **Priority 4 – Developing As A Community of Faith & Learning**  Choose an item  Choose an item | |
| **National Improvement Framework Outcomes**  **2. Strong partnerships between schools, services, families, and communities.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.4 Leadership and management of staff/practitioners  2.7 Partnerships | **UNCRC**  Article 14 (Freedom of thought, conscience and religion):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Following an authority wide in-service training day in October 24, staff feedback indicated that it was important to have time to consider their spiritual and professional development in relation to being teachers in a Catholic School.  As a result of this feedback it was agreed to allocate time in our collegiate planner to support staff in their spiritual development. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * All staff and pupils will re-engage with “The Charter for Catholic Schools Scotland” * Staff will be given the opportunity to evaluate the characteristic of Developing as A Community of Faith and Learning, with a specific focus on their own spiritual and professional development. * Pupils will have more opportunities to develop their faith life by participating in a greater variety of faith-based activities through more developed Chaplaincy partnerships | |
| **If PEF spend is supporting – how much and what?** | |
| N/A | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| PRD & Professional update processes will include an opportunity for staff to develop as members of a community of faith and learning including the use of Diocesan-led CLPL | By Sept 2025 |  | **HT**  **Staff** | Diocesan CLPL calendar |
| Resources will be made available for all staff to engage in “Good Shepherd Leadership Pathway” and staff will have the opportunity to meet monthly to journey through this resource | Meet once a month from August 25 to June 26 |  | HT  Staff | Good Shepherd Leadership Pathway |
| P7 Pupils will participate in “Pilgrims In The Park” event to celebrate Jubilee Year and be “Pilgrims of Hope” | Sept 25 |  | HT  Craig Mullan – Class Teacher  P7 pupils |  |
| All staff will attend Holy Mass at the beginning of the school year with colleagues from across the Local Authority | 15th August 2025 |  | All Staff  Authority Colleagues  Bishop John & Diocesan Team |  |
| Opportunities to become involved with a Catholic Teacher Society will be made available for staff to join with colleagues from across the Diocese in further exploration of their role as leaders in a Community of Faith | Ongoing across the academic year 25/26 |  | Fr. Matthew Carlin – Vicar Episcopal for Education  HT  Teaching staff |  |
| Generate opportunities for pupils to engage more fully in their faith development through provision of voluntary activities such as Rosary Groups, Mini Vinnies and Sacramental Prayer Partners. | Ongoing across the academic year 25/26 |  | Parish Priest & Parish  HT  Staff |  |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * PRD & Professional Update plans and records will indicate staff engagement with developing their own professional and spiritual gifts as members of a community of faith. * Self-Evaluation carried out will identify areas for development to be included in next year’s SIP. * Pupils will have a clearer understanding of their role as members of a community of faith and this will be evidenced and experienced through the ethos of the school and ongoing work with Laudato Si and Pope Francis Faith Award. |