**Education – Improvement Planning Document – 2025-26**



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| Head of Establishment | Mrs Kirsteen Doherty | Date | 22nd August 2025 |

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| Quality Improvement Officer | Mrs Alison McLellan | Date | 26th August 2025 |

**Our Vision, Values and Aims**

**Our Vision**

In St Patrick’s we strive to provide a secure, happy, caring school in which children are nurtured and enabled to achieve their full potential through effective learning and teaching experiences of the highest quality.

**Our Motto**

Our motto is inspired by our Patron Saint, St Patrick; ***Christ be beside me in all I say, all I do and all I am.***

**Our Values**

Members of St Patrick’s Primary School community have **Kindness** at the heart of all we do, and are guided by the 3 **R**s; **Respect**, **Rights** and **Responsibility**; and the 2 **A**s; we are **Ambitious** to **Achieve**.

**Our Aims**

* To foster an open, welcoming and caring school in which all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.
* To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
* To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.
* To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
* To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting the communities in which they live.
* To develop as a community of faith, promoting Gospel values and respecting the dignity of all God’s children.

**3 Year Overview of Establishment Priorities**

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework.

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2025-2026

Session 2026-2027

Session 2027-2028

**Overview of rolling three year plan**

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| **National Priorities** | **Session 2025-2026** | **Session 2026-2027** | **Session 2027-2028** |
| **Placing the human rights and needs of every child and young person at the centre of education** | * Rights Respecting Schools – Level 2 Accreditation
* Anti-racism education - curriculum
* Learner Participation
* HGIOurS?: Theme 4: Our Health & Wellbeing
 | * Anti-racism education
* HGIOurS?: Theme 2: Our Learning and Teaching
 | * HGIOurS?: Theme 5: Our Successes and Achievements
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| **Improvement in children and young people’s health and wellbeing** | * Outdoor Learning
* Child Protection Audit
* St Patrick’s Anti-bullying Policy & Pupil Friendly Policy/Charter
* Keeping the Promise
* Review Vision, Values and Aims
* Signs of Safety training
 | * Signs of Safety
* Outdoor Learning
 | * Family Engagement
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| **Closing the attainment gap between the most and least disadvantaged children and young people** | * Curriculum Rationale updated
* Fact, Story, Action approach
* Improved attendance
* Improved attainment in Reading, Writing and Numeracy
 | * Improved attainment in Reading, Writing and Numeracy
* Targeted Support – Fact, Story, Action approach
 | * Targeted Support
 |
| **Improvement in skills and sustained, positive school-leaver destinations for all young people** | * Learner Participation
* Outdoor Explorers Super Skills
* Dialogic Teaching
* Play Pedagogy (P3) & STEAM
 | * Young Leaders of Learning
* Meta-skills
* Digital Literacy
 | * Young Leaders of Learning
* Meta-skills
* Digital Literacy
 |
| **Improvement in achievement, particularly in literacy and numeracy** | * Quality-first learning and teaching – Reading, Writing and Numeracy
* Power Up Your Pedagogy – Trusted Techniques
* Improved attendance
* Reading Schools Silver Award
 | * Quality-first learning and teaching
* Improved attendance
* Reading Schools Gold Award
 | * Quality-first learning and teaching
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**Stakeholder’s views**

**How were stakeholders views collected?**

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| Pupils – Pupil Council meetings, Glasgow Health & Wellbeing Survey, TAC Meeting contributions, H&WB Assessments, Pupil Focus Groups, Learning ConversationsStaff – Staff Collegiate Meetings, Progress MeetingsParents – Parent Council meetings, Surveys, Newsletter feedback FormPartners – meetings to review contributions and progress |

**How was PEF spend consulted on?**

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| Pupils – Pupil Council meetings, Pupil Focus GroupsStaff – Staff MeetingsParents – Parent Council meetings |

**Plan: Session 2025-26**

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| **Priority 1: Learning, Teaching and Assessment**Improvements in attainment, particularly in literacy and numeracyClosing 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.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? 4 QIs**1.1 Self-evaluation for self-improvement2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement | **UNCRC**Article 28: (Right to education):Article 29 (Goals of education):  | **Developing in Faith**Serving the common goodDeveloping as a community of faith and learning |

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| **Rationale for change based on self-evaluation including data and stakeholder views** |
| Attainment remained stable across the whole school in 2024-25, or slightly improved. Almost all children were On Track in Listening & Talking (92%). This was the same figure as previous year. Most children were On Track in Reading (79%). This was an increase of 1% on the previous year. The majority of children were On Track in Writing (72%). This was the same figure as the previous year. Most children were On Track in Numeracy (78%). This was an increase of 1% on the previous year. This stability and slight increase is welcome after lower attainment in the previous years, and is testament to the implemented school improvements in 24-25. However, this attainment is still short of the targets we set for our children, and is outperformed by all members of our Inverclyde Family Group in all areas. We are mindful of the constant change to our school roll in the past few years. 9% of our roll are children who are new to us in 24-25, and 7% of our school roll left us in 24-25. Of the 89 children who are behind expectation in 1 or more areas:17% are new to Curriculum for Excellence; 69% live in areas defined as SIMD 1&2; 48% are FME; 57% have an ASN; 28% have lower than 90% attendance; and 46% have more than 5 instances of late-coming. Observed lessons show adherence to the elements of a good, quality lesson, as previously agreed. Learning conversations show in children have an understanding of learning intentions and success criteria. Processes for supporting children who are behind national expectation are robust. Children, Teachers, PSAs and parents/carers are involved in their learning targets. Therefore, we need to continue to enhance our quality-first learning and teaching in Reading, Writing and Numeracy. |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| 1. By June 2026, attainment in Literacy and Numeracy across the school will have increased: by 2% in Listening & Talking to 94%; by 5% in Reading to 84%; by 6% in Writing to 78%; and by 4% in Numeracy to 82%.
2. By June 2026, most children (75%-90%) who are Behind Expectation in Literacy and Numeracy, will make a year’s progress for a year’s teaching.
3. By June 2026, attainment in Literacy and Numeracy for pupils who live in SIMD 1&2 will have increased by: 2% in Listening & Talking to 90%; by 4% in Reading to 77%; by 2% in Writing to 67%; and by 3% in Numeracy to 76%.
4. By June 2026, attainment in Literacy and Numeracy for pupils who are FME will have increased by: 1% in Listening & Talking to 89%; by 1% in Reading to 69%; by 3% in Writing to 62%; and by 2% in Numeracy to 62%.
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| **If PEF spend is supporting – how much and what?**  |
| Teacher (1.0) to release PT and DHT to model and coach high quality-first learning and teaching in Reading, Writing and Numeracy, with a particular focus on Writing. To release teachers to visit other establishments to observe high quality learning, teaching and assessment, with a particular focus on Writing. **£61,424.34**.Resources to enhance learning, teaching and assessment in literacy and numeracy – replenish existing resources and buy new subscriptions. **£9,000**. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Effective Learning, Teaching & Assessment. Pedagogy and Assessment-capable Learners** |
| Continue with updated Forward Planning format for all curricular areas and a focus on Four Contexts for Learning | Termly |  | Teachers | Teaching Staff Meeting 1 – Forward Planners and Curricular Guides |
| Use “Trusted Techniques” from in-person workshops in 24-25 | Throughout year |  | Kirsteen DohertyTeachers | Trusted Techniques PPs – Teaching Staff Meeting 1*Power Up Your Pedagogy: The Illustrated Handbook of Teaching* by Bruce Robertson |
| DHT and PT to work alongside Class Teachers to plan for and implement high quality first learning and teaching in Writing, Reading and Numeracy | Ongoing as necessary |  | Michelle O’NeillLauren Campbell | NCCT to planCurriculum Development |
| More robust personal learning plans for identified children | Ongoing |  | Michelle O’NeillTeachers | CIRCLE Framework |
| **Writing** |
| Staff to use Inverclyde’s Literacy Framework – Writing.* Writing Key Messages
* Learning to Write
* Simple View of Writing
 | Term 1 FocusOngoing |  | Michelle O’NeillTeachers | Teaching Staff Meeting 1[Inverclyde literacy framework | Genially](https://view.genially.com/63a06f20027baa0019a86ae1/learning-experience-didactic-unit-inverclyde-literacy-framework) |
| Professional Learning to upskill learning, teaching and assessment practices in writing* Visit colleagues in school and beyond to observe good practice
 |  | Teachers | NCCT[Writing | Inverclyde PASE](https://blogs.glowscotland.org.uk/in/pase/literacy/)St Ninian’s Primary School Staff |
| Planning for Writing / Sentence Building* Establish/Enhance Dialogic approaches to improve writing
* Embed consistent approaches to planning for writing across the school – stage appropriate eg word mats (P1-P3) and single paragraph outline (P4-P7)
* Use writing framework to support the explicit modelling of sentence building skills
 |  | Michelle O’NeillKirsteen DohertyTeachers | Teaching Staff Meeting 1, 2 & 3Dialogic Teaching“The Writing Revolution” by Judith Hochman and Natalie Wexler[Inverclyde literacy framework | Genially](https://view.genially.com/63a06f20027baa0019a86ae1/learning-experience-didactic-unit-inverclyde-literacy-framework) |
| Assessment* Use Inverclyde’s Writing Assessment grids
* Develop/Enhance assessment strategies / resources to support assessment-capable learners
 |  | Michelle O’NeillTeachersPupils | Teaching Staff Meeting 1 & 2Updated Writing Assessment Grids (being updated by AC Team) |
| **Literacy – Reading - Learning to Read (Phonics & Fluency)** |
| Staff to use Inverclyde’s Literacy Framework – Learning to Read section | Term 2 FocusOngoing |  | Michelle O’NeillTeachers | Teaching Staff Meeting 4[Inverclyde literacy framework | Genially](https://view.genially.com/63a06f20027baa0019a86ae1/learning-experience-didactic-unit-inverclyde-literacy-framework)Curriculum Development time |
| Professional Learning to upskill learning, teaching and assessment practices in reading* DHT to coach and model high quality learning and teaching of phonics and fluency
* Visit colleagues in school and beyond to observe effective practice
 |  | Michelle O’NeillTeachers | NCCTColleaguesGavinburn Primary School |
| Assessment* Use St Patrick’s Phonics and Spelling Assessment (within Guidelines for Teaching Phonics and Spelling)
* Develop/Enhance assessment strategies / resources to support assessment-capable learners
 |  | TeachersPupils | St Patrick’s Guidelines for Teaching Phonics and Spelling |
| **Literacy – Reading - Reading to Learn (Comprehension)** |
| Staff to engage in Inverclyde’s Literacy Framework – Reading to Learn section | Term 2 FocusOngoing |  | Michelle O’NeillTeachers | Teaching Staff Meeting 4 & 5[Inverclyde literacy framework | Genially](https://view.genially.com/63a06f20027baa0019a86ae1/learning-experience-didactic-unit-inverclyde-literacy-framework)Curriculum Development time |
| Staff to use the elements within Scarborough’s Rope (background knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge) to support the learning and teaching of language comprehension and reading comprehension |  | Teachers | [Inverclyde literacy framework | Genially](https://view.genially.com/63a06f20027baa0019a86ae1/learning-experience-didactic-unit-inverclyde-literacy-framework)[Reading | Inverclyde PASE](https://blogs.glowscotland.org.uk/in/pase/literacy/first-level/) |
| Staff to explicitly use and teach reading comprehension strategies |  | Teachers | Reflective Reading by Anne Glennie |
| **Literacy – Reading - Building a Reading Culture (Reading for Pleasure)** |
| Staff to engage in Inverclyde’s Literacy Framework - Reading for Pleasure section | Term 2 Focus Ongoing |  | Michelle O’NeillTeachers | Teaching Staff Meeting 5[Inverclyde literacy framework | Genially](https://view.genially.com/63a06f20027baa0019a86ae1/learning-experience-didactic-unit-inverclyde-literacy-framework) |
| Whole school approach using the four practices within the Reading for Pleasure Pedagogy (reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment) |  | TeachersPSAs | [Reading Inverclyde literacy framework | Genially](https://view.genially.com/66b38e5142cfc0e275b001ae/learning-experience-didactic-unit-reading-inverclyde-literacy-framework) |
| P1- P3 to have weekly access to school library/P1-P3 book baskets |  | Teachers & PSAs | New infant Library space |
| P4-P7 to continue to use Accelerated Reading programme |  | Teachers & PSAs | AR and IT |
| P1-P3 to continue to have daily adult-led reading |  | Teachers & PSAs | Book Bags |
| P4-7 to have daily, independent reading time |  | Teachers & Children | Library  |
| PT and Library Committee to gather views and use them to improve Library and Reading Culture across the school |  | Lauren CampbellLibrary Committee | [How Good is our School Library - The Scottish Library and Information Council](https://scottishlibraries.org/how-good-is-our-school-library/) |
| Reading Buddies to promote Reading Culture |  | Reading Buddies |  |
| Reconnect with Librarians at South West Library for visits and support to improve libraries and develop ideas to improve Reading Culture |  | Lauren CampbellInverclyde Library Services | South West LibraryStaff and adults to support visits |
| Book Bug sessions for parents/carers  | Term 1Ongoing |  | Jana Glasheen | Resources as necessary |
| Gain Reading Schools Silver Award | May 2026 |  | Lauren CampbellLibrary Committee | [Reading For Pleasure - Accreditation Programme - Reading Schools](https://www.readingschools.scot/) |
| **Numeracy & Maths** |
| Continue with approaches:* Concrete, Pictorial, Abstract
* Number Talks
* Retrieval practice approaches eg Learning Sprints
 | Term 3 FocusOngoing |  | Sarah Clark | [Professional Learning and Resources – Numeracy | Inverclyde PASE](https://blogs.glowscotland.org.uk/in/pase/numeracy/professional-learning-resources/) |
| Professional Learning to upskill learning, teaching and assessment practices in numeracy and maths* Visit colleagues in school and beyond to observe good practice
* Staff to read and reflect on Effective Questioning to Support Assessment in Numeracy & Mathematics (Education Scotland).
* Staff to read and reflect on Higher Order Thinking Skills in Mathematics (Education Scotland) to support active learning.
* Staff to read and reflect on Use of Numeracy Across Learning (Education Scotland) to explore the benefits and opportunities for embedding numeracy skills across the curriculum.
 | Term 3 FocusOngoing |  | Sarah Clark | Teaching Staff Meeting 6 & 7[Inverclyde Numeracy Strategy](https://sway.cloud.microsoft/9xzSVsERCEERGk45?ref=Link) – Presentation embedded (9mins 30 secs)Curriculum Development time[Professional Learning and Resources – Numeracy | Inverclyde PASE](https://blogs.glowscotland.org.uk/in/pase/numeracy/professional-learning-resources/) |
| Assessment* Further develop retrieval practice approaches in mathematics – assessment-capable learners
* Continue to develop consistent approaches to assessment throughout learning and teaching of numeracy and maths concepts
 | Term 3Ongoing |  | Michelle O’NeillTeachers | St Patrick’s Assessment Calendar |
| **Family Engagement** |
| Create and implement calendar for family engagement to increase parent/carer knowledge and understanding of learning in school and supporting learning at home in Reading, Writing & Numeracy | Term 1Ongoing |  | Kirsteen Doherty | St Patrick’s Parental Engagement Calendar  |
| Families to attend workshops, celebrations and events in line with Family Engagement Calendar | Term 1Ongoing |  | SLTFamiliesChildrenTeachers | West Partnership Workshops:* Principles of Family Learning
* Planning, Evidencing and Evaluating Family Learning
* Creative Approaches to Family Learning
 |
| “Did You Know…?” series to be sent in links and available on website | Term 1Ongoing |  | Kirsteen DohertyMichelle O’NeillLauren CampbellNDHS pupil (IT)Children | “Did You Know…?” series filmed and edited by children |
| **Self-evaluation for Continuous Improvement – Quality Assurance** |
| Implement programme of celebratory approaches to Quality Assurance processes with greater staff involvement eg Feedback Fridays and WOW Work Wednesdays | Term 1Ongoing |  | SLT | *Consider: How to record and share findings effectively with children and staff?* |
| Devise approaches to involve children in Quality Assurance of work | Term 1 Ongoing |  | SLTTeachersChildren – YLL? | *Consider: Child-friendly version of QA Overview needed?* |
| Staff to use Assuring Quality in St Patrick’s Overview and Quality Assurance Calendar |  |  |  | Assuring Quality in St Patrick’s OverviewQuality Assurance Calendar |

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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? |
| 1. Attainment data in June 2026 will show increased attainment across the school. Almost all learners will have achieved national expectations in Listening & Talking (94%). Most learners will have achieved national expectations; 84% in Reading; 78% in Writing and 82% in Numeracy.
2. A year’s progress in Reading, Writing and Numeracy will be evident on SEEMIS Progress & Achievement in June 2026 for most children (75%-90%) who are Behind Expectation.
3. Attainment data in June 2026 will show increased attainment for pupils who live in SIMD 1&2. Almost all learners will have achieved national expectations in Listening & Talking (90%). Most learners will have achieved national expectations; 77% in Reading; 67% in Writing and 76% in Numeracy.
4. Attainment data in June 2026 will show increased attainment for pupils who are FME. Most learners will have achieved national expectations in Listening & Talking (89%). The majority of learners will have achieved national expectations; 69% in Reading; 62% in Writing and 62% in Numeracy.
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| **Priority 2: Pull to School**Placing the human rights and needs of every child and young person at the centre of educationImprovements in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young people  |
| **National Improvement Framework Outcomes**1. Empowered and accountable education system supporting lifelong learning.2. Strong partnerships between schools, services, families, and communities.3. Inclusive curriculum and assessment for a sustainable future.4. High achievement and reduced attainment gap for all learners.5. Skilled teachers and leaders delivering excellent, inclusive education.6. Positive relationships, behaviour, and attendance in a respectful culture.7. Digital technology enhancing learning and tackling digital inequality.[**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? 4 QIs**1.2 Leadership of learning1.3 Leadership of change2.2 Curriculum2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability | **UNCRC**Article 12 (Respect for the views of the child):Article 13 (Freedom of expression): Article 28: (Right to education):Article 29 (Goals of education): Article 31 (Leisure, play and culture): | **Developing in Faith**Promoting Gospel values Serving the common good |

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| **Rationale for change based on self-evaluation including data and stakeholder views** |
| Our overall attendance has improved, as has attendance for children living in SIMD 1&2. Overall attendance increased by 0.4% to 94%, and was 0.7% higher than the Inverclyde for 24-25. Instances of late-coming have decreased overall too. The attendance rate for children living in SIMD 1&2 increased by 1.1% on last year to 93%. This is a greater increase than for children living in SIMD 3-10 (1% of a positive difference). It is, however, 1% short of our 94% target. Children living in SIMD 1&2 have improved attendance from last year (a 5% decrease in <90% attendance, and a 5% increase in >90% for SIMD 1&2). Children who are FME also have improved attendance from last year (a 5% decrease in <90% attendance, and a 5% increase in >90% for FME). The gap between SIMD 1&2 and SIMD 3-10 in attendance has remained the same but there’s a 6% reduction in the gap between FME and non-FME of <90% attendance, and a 2% reduction in the gap for >90% attendance. There has also been a reduction of 9% in the number of pupils with >5 instances of late-coming across the school. These improvements are welcome and are the effort of focused and bespoke strategies from SLT. However, our attendance and late-coming continues to impact on our attainment across the school and particularly for children impacted by poverty. Of the 89 children who are behind expectation in 1 or more areas: 69% live in areas defined as SIMD 1&2; 48% are FME; 28% have lower than 90% attendance; and 46% have more than 5 instances of late-coming. The number of pupils with >5 late-coming who are FME stayed the same, but the number of pupils who live in SIMD 1&2 have increased late-coming of 7%. Parental and pupil views consistently show that children are continue to feel nurtured, included, safe and respected. Teachers have noted that our attempts this year to enhance learner participation throughout the school has been a great start, and this year our focus will be to further enhance pupil contribution to school, Parish and community. It is essential we continue to engage with families to value school attendance and punctuality to improve the experiences and outcomes of our children. It is essential that we continue to improve our “pull to school” through refreshed curriculum.  |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| 1. By June 2026, overall whole school attendance will increase to 94.6% at least.
2. By June 2026, attendance rate for children living in SIMD 1&2 will increase to 94%.
3. By June 2026, there will be a 5% increase in >90% attendance for children who are FME.
4. By June 2026, there will be a reduction of 5% in the number of pupils with >5 instances of late-coming across the school.
5. By June 2026, there will be a reduction of 6% in the number of pupils with >5 instances of late-coming who live in SIMD 1&2.
6. By June 2026, there will be a reduction of 6% in the number of pupils with >5 instances of late-coming who are FME.
 |
| **If PEF spend is supporting – how much and what?**  |
| Teacher (1.0) to release PT and DHT to engage with children and families in bespoke ways to encourage attendance and punctuality. **£61,424.34**.Resources to support refreshed curriculum and “pull to school” offer eg STEAM, play, outdoor learning and lunch-time clubs. **£4,400** (including Participatory Budget of £1,100 – pupil choice - £100 per class or pooled).Enhance learning experiences with workshops and trips – cost of the school day. **£6,000**. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **People** | **Resources and staff development** |
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| **Curriculum Rationale** |
| Review and simplify Vision and Aims | Dec 25 |  | ChildrenParents/CarersStaffPartners | Current Vision, Values & AimsSchool PrayerParent Council meetingPupil Progress Meeting Nights to gather viewsMicrosoft FormsAssemblies for children |
| Create an updated Curriculum Rationale based on last year’s feedback (Sway) and launch/promote | Oct 25(Launch SWAY at Pupil Progress Meeting Night) |  | SLTAndrea McLaren | CanvaSwaySchool WebsiteSchool X and email |
| **Refreshed Curriculum** |
| Embed St Patrick’s Outdoor Learning Charter across P1-P7. | May 26 |  | Michelle O’NeillYLL | St Patrick’s Outdoor Learning CharterAssemblies |
| Embed St Patrick’s Outdoor Explorer Super Skills across P1-P7. | May 26 |  | Michelle O’NeillYLL | Outdoor Explorer Super Skills posterAssemblies |
| DHT to work with Young Leaders of Learning to evaluate progress and impact of St Patrick’s Outdoor Explorers Award including Outdoor Explorers Super Skills and decide next steps. | Term 1 |  | Michelle O’NeillYLL32nd Scouts | Outdoor Learning CharterOutdoor Explorer Super Skills poster  |
| Work with Learning Through Landscapes on the Climate 180 Project to implement quality climate change education with a particular focus on adapting our school grounds to improve climate resilience and wellbeing across the school. | Term 1-Term 3Eval. Term 4 |  | Michelle O’NeillEmma Brown (LTL)P6 to lead as part of Eco Schools work | Learning Through Landscapes Partnership<https://ltl.org.uk/> |
| Use St Patrick’s Outdoor Learning Framework to develop STEAM curriculum further. | Term 1Ongoing |  | Teachers32nd Scouts | St Patrick’s Outdoor Learning FrameworkCurriculum Development timeRAiSE STEM Outdoors lessons[Outdoor Learning and Play Charity | Learning through Landscapes](https://ltl.org.uk/)<https://creativestarlearning.co.uk/> |
| Create a *St Patrick’s Play* policy. | April 26 |  | P1-P2 TeachersSLTSimone McCredie (Play Associate) | Inverclyde Play Strategy[realisingtheambition.pdf](https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf)[Play Pedagogy | Inverclyde PASE](https://blogs.glowscotland.org.uk/in/pase/play-pedagogy/) |
| Teachers to use St Patrick’s Texts to Support the Curriculum to support learning and teaching of Global Citizenship, Cultural Diversity and Emotional Literacy.  | Term 1Ongoing |  | Teachers | St Patrick’s Texts to Support the Curriculum |
| Teachers to work with Cluster colleagues to plan, implement and evaluate development of literature to support equalities and diversity. | 16th Sep26th Nov29th Apr |  | TeachersCluster TeachersSLT & Cluster SLT | Overview of Texts from each establishmentForward PlanningCurriculum Guides |
| Teachers to plan for a connected curriculum offer for children. | Term 1Ongoing |  | Teachers | * Four Contexts for Learning Yearly Planning Overview
* Curriculum Guides
* Whole School Yearly Overview
* UNCRC Articles Focus Overview
* Global Goals Focus Overview
* Texts to Support the Curriculum Guide
* Social Studies planners
 |
| **Skills Development - Learner Participation and Leadership** |
| P4-P7 classes to lead curriculum areas supported by Teachers:* P4 – Mini Vinnies / Missio
* P4/5 – Health Promoters (Sports Gold Award)
* P5 – Rights Respecting Promoters (Rights Respecting Schools Award)
* P6 – Laudato Si / Eco-friendly
* P6/7 – Anti-Racism
* P7 – Equalities Committee & Anti-bullying
 | Term 1Ongoing |  | P4-P7 PupilsP4-P7 TeachersSVdPCaroline McCahill (Children’s Rights Officer)Angela Sinclair | * <https://svp.org.uk/mini-vinnies>
* <https://www.missioscotland.com/missymoo>
* <https://sportscotland.org.uk/schools/school-sport-award>
* <https://www.unicef.org.uk/rights-respecting-schools/>
* <https://www.eco-schools.org.uk/>
* <https://www.keepscotlandbeautiful.org/>
* <https://www.nature.scot/professional-advice/young-people-learning-outdoors-and-developing-skills/nature-discovery-map-scotland>
 |
| Consider best way forward to ensure the voice of P1-P3 is captured – Little People, Big Voices. Engage senior pupils to assist with this. | Term 1Ongoing |  | P1-P3 TeachersPSAsP1-P3 pupilsPupil CouncilSLT | Pupil Council Meetings |

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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? |
| 1. SEEMIS attendance data will show overall whole school attendance rate increase to 94.6% or more, in June 2026.
2. SEEMIS attendance data will show increased attendance to 94% for children living in SIMD 1&2, in June 2026.
3. SEEMIS attendance data will show 5% increase in >90% attendance for pupils who are FME, in June 2026.
4. SEEMIS attendance data will show a 5% reduction in >5 instances of late-coming across the school, in June 2026.
5. SEEMIS attendance data will show a 6% reduction in >5 instances of late-coming for pupils who live in SIMD 1&2, in June 2026.
6. SEEMIS attendance data will show a 6% reduction in >5 instances of late-coming for pupils who are FME, in June 2026.
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| **Priority 3: Health & Wellbeing**Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people's health and wellbeing |
| **National Improvement Framework Outcomes**1. Empowered and accountable education system supporting lifelong learning.2. Strong partnerships between schools, services, families, and communities.3. Inclusive curriculum and assessment for a sustainable future.4. High achievement and reduced attainment gap for all learners.5. Skilled teachers and leaders delivering excellent, inclusive education.6. Positive relationships, behaviour, and attendance in a respectful culture.7. Digital technology enhancing learning and tackling digital inequality.[**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? 4 QIs**1.2 Leadership of learning2.2 Curriculum3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability | **UNCRC**Article 6 (Survival and development):Article 12 (Respect for the views of the child): Article 28: (Right to education):Article 29 (Goals of education): Article 42 (Knowledge of rights): | **Developing in Faith**Honouring Jesus Christ as the Way, the Truth and the Life Developing as a community of faith and learningServing the common good |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Feedback from our self-evaluation indicates that positive relationships are a key strength in the school and that our school is a nurturing environment. We recognise the value of further developing our staff’s ability to be trauma-responsive. We recognise the results of our self-evaluation that teachers need to plan for greater opportunities for children to demonstrate a wider range of breadth, challenge and application in their learning. We recognise the initial successes we had in 24-25 with further developing authentic pupil voice and learner participation and wish to build on that as a means of providing these opportunities for a wider range of breadth, challenge and application in learning. A continued focus on celebrating diversity and promoting authentic pupil voice will help to promote equality, inclusion and positive health and wellbeing for our children. |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| 1. By December 2025, Glasgow Motivation & Wellbeing Profile will show an increase of at least 4% to 84% in scores of 8-10 for Affiliation, Agency, Autonomy and Healthy & Safe, and a reduction of at least 2% to 3% in scores of 1-3.
2. By May 2026, each of the P4-P7 classes, and specific Pupil Voice groups, will have evaluated their impact positively on school improvement, using bespoke Action Plans, Learner Participation Arena or Wee HGIOurS? theme.
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| **If PEF spend is supporting – how much and what?**  |
| Enhance learning experiences with workshops and pupil visits to other establishments. **£6,000**. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **People** | **Resources and staff development** |
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| **Promoting Positive Relationships** |
| P7 to launch St Patrick’s Anti-bullying Charter with parents/carers and partners. | Oct 25 |  | P7Lee Harvey | St Patrick’s Anti-bullying Charter“Did You Know…?” Anti-bullying video. |
| Develop St Patrick’s Anti-bullying Policy. | Oct 25 |  | SLTP7Lee HarveyCaroline McCahill | Inverclyde’s Anti-bullying Policy – April 2025[respectme | Scotland’s anti-bullying service](https://www.respectme.org.uk/)Use [Model Anti-Bullying Policy Template](https://www.respectme.org.uk/file-download/204/model-anti-bullying-policy-template.pdf) to help write policy |
| **Social, Emotional and Mental Wellbeing** |
| All Teaching and Support Staff to complete Trauma Informed training (new staff). | Oct 25 |  | New Teaching Staff | NES Level 1 Trauma Informed “Sowing Seeds” animation [Sowing seeds : trauma informed practice for anyone working with children and young people | Turas | Learn (nhs.scot)](https://learn.nes.nhs.scot/44110/national-trauma-training-programme/sowing-seeds-trauma-informed-practice-for-anyone-working-with-children-and-young-people)NES Level 2 Trauma Skilled e-modules[Trauma skilled | Turas | Learn (nhs.scot)](https://learn.nes.nhs.scot/37899/national-trauma-training-programme/trauma-skilled) |
| PT to complete Scottish Trauma Informed Leaders Training (STILT). | Oct 25 |  | Lauren Campbell | [Trauma informed organisations | Turas | Learn](https://learn.nes.nhs.scot/37902) |
| Staff to engage in Keeping Trauma in Mind training sessions. | Apr 26 |  | Teaching staff | Ed Psych or Ed Scotland resource [Keeping Trauma in Mind | Resources | Education Scotland](https://education.gov.scot/resources/keeping-trauma-in-mind/) |
| All staff to engage in training and assessment for the Keeping the Promise Award Programme | Oct 25In-service Day(Twilight sessions offered by CPT TBC) |  | All staffRoslyn Friel and CPT | [Keeping the Promise Award Programme | Resources | Education Scotland](https://education.gov.scot/resources/keeping-the-promise-award-programme/)[St Patrick's Primary School Keeping The Promise Award (Prefill)](https://forms.office.com/Pages/DesignPageV2.aspx?origin=ShareFormPage&subpage=design&m2=1&id=oyzTzM4Wj0KVQTctawUZKcu-DbWFXThHhTIHkXtbDHJUOUVYMlNFNkc0TkFHWllKWTRUVDFaU1hZMy4u&topview=Prefill) |
| Teachers to use Cool in School to equip children to recognise and manage emotions and reactions. | Oct In-service Day |  | Michelle O’NeillTeachers | Cool in School resource[Cool in School – A site about keeping your cool in school](https://coolinschool.co.uk/) |
| **Authentic Pupil Voice / Learner Participation** |
| Young Leaders of Learning to continue to engage in self-evaluation to improve the school. Area of focus to be discussed and agreed by YLL. | Term 1Ongoing |  | Michelle O’NeillYLL | [Learner Participation in Educational Settings (3-18) | Resources | Education Scotland](https://education.gov.scot/resources/learner-participation-in-educational-settings-3-18/) |
| Rights Respecting Promoters / P5 to audit current practice and action plan for bidding for RRS Gold Award. | March 26 |  | P5 & Lauren FultonPupil Council | [What is Gold: Rights Respecting? - Rights Respecting Schools Award (unicef.org.uk)](https://www.unicef.org.uk/rights-respecting-schools/getting-started/gold/what-is-gold/) |
| Pupil Council to continue to engage in self-evaluation of school using Wee HGIOurS?: Theme 4: Our Health & Wellbeing. | Term 1Ongoing |  | Kirsteen DohertyPupil Council | [How good is OUR school? Part 2](https://education.gov.scot/media/l4ypcopt/hgiours-part2.pdf) |
| **Safeguarding and Child Protection** |
| Appropriate staff to engage in Signs of Safety Training | May 26(Training details TBC) |  | HSCPAll Staff | Signs of Safety training delivered by HSCP |

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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? |
| 1. Results of Glasgow Motivation & Wellbeing Profile will show increase in scores of 8-10 to 84%, and reduction to no more than 3% in scores of 1-3, for Affiliation, Agency, Autonomy and Healthy & Safe, by December 2025.
2. Evaluations of Action Plans, Learner Participation Arena or Wee HGIOurS?, by May 2026, will show authentic pupil voice and action has positively impacted on school improvement.
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| **PEF Budget 2025-2026 and Overview of Proposed Spend** |
|  **Initial Budget: £80,850** | **Carry Forward from 2024-25: £5,349.38** | **Total Budget: £86,199.38** |
| Teacher (1.0) £64,446.29Resources – Literacy & Numeracy £10,000Enhance Learning Experiences £8,000Pull to School & Refreshed Curriculum £3,753.09 (£1,100 to be decided by pupils – Participatory Budgeting) |