



Driving Equity and Excellence

Improvement Report

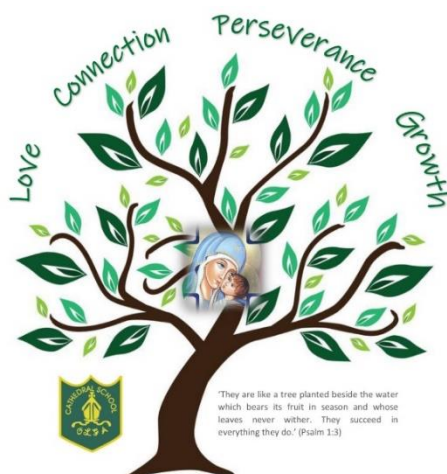
Session 2022-23



Our Lady of Good Aid Cathedral Primary School & Nursery Class



School:	Our Lady of Good Aid Cathedral Primary School
Cluster:	Our Lady's High School, Motherwell
PEF Allocation	£117, 000



Section 1: Establishment Details

School Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Our Lady of Good Aid Cathedral Primary School is a denominational, Roman Catholic school with a non-denominational Nursery Class. The school is situated near the centre of Motherwell and has a current school roll of 546, organised across 20 classes. The Nursery Class has 80 children (40/40) when operating at full capacity. Cathedral Primary shares a campus with Firpark Primary School and Clydeview Primary School, and our recently launched 'Ca-Fi Connections' programme provides regular opportunities for pupils from each school to come together, build friendships and engage in meaningful learning experiences.

The staffing for 2022/23 is 25.96, but this has been increased by 2.0 FTE using the school's Pupil Equity Fund. This facilitates the delivery of targeted literacy and numeracy interventions by a dedicated 'Attainment Team'. There is currently one classroom assistant and four ASNAs.

Our Management Structure is as follows: Head Teacher, two Depute Head Teachers (one funded through PEF) and two Principal Teachers. The Nursery Class is managed by two Principal Lead Early Learning Practitioners. Our Nursery currently has 5 FTE Early Learning Practitioners, and a Lead Graduate Practitioner.

Cathedral Primary has a significant proportion of EAL pupils (c. 34%), with seventeen different languages spoken across our school community. The school receives 0.1 support from the cluster EAL teacher.

Current attendance across the school is 92.08%. This remains below pre-COVID levels and improving attendance will continue to be a key focus next session.

SIMD 1 & 2: 47%

FME: 16.8% (P4-7)

Clothing Grant: 20.0%



VISION

Placing Christ and Our Lady at the centre, and with children at the heart of everything we do, our vision is to continually grow into a strong community of faith and learning in which every child and adult feels happy, safe, loved, included, proud and listened to, with every opportunity to reach their full God-given potential.

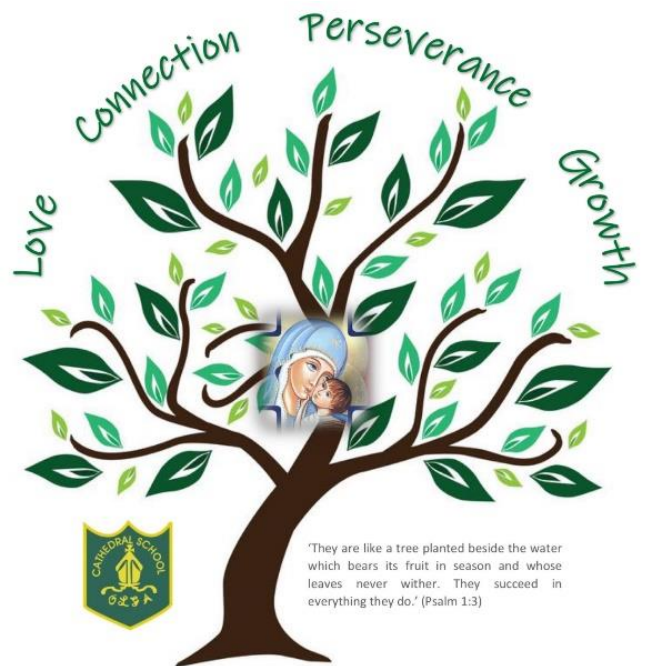
VALUES

Love, Connection, Perseverance, Growth

AIMS

Our Lady of Good Aid Cathedral Primary School aims to:

- recognise every child and adult as a unique individual, made in the image of God, and continually endeavour to meet the spiritual, emotional, physical, social and academic needs of all.
- establish and maintain high, but realistic, standards and expectations for all, fostering a love of learning in both pupils and adults and supporting everyone within our school community to be a confident individual who takes responsibility for their own learning
- provide the highest quality of learning and teaching across the curriculum, supporting all pupils to be literate, numerate and healthy, equipped with the knowledge, skills and attributes necessary for being successful lifelong learners in an ever-changing society
- provide meaningful opportunities for pupils to develop their knowledge and understanding of the Catholic faith, participate meaningfully in religious observance and actively live out their faith as responsible citizens and effective contributors within Our Lady of Good Aid Cathedral Primary School and in the local and global community



Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

The school's overall attendance rate for the 2022/23 session is 92.08%. Despite the introduction of bespoke letters which highlight to parents and carers the potential number of days/weeks which will be lost across the year, this remains below pre-COVID levels and falls well short of our target of 95%. Beyond those pupils who have persistent low attendance, there is evidence that post-COVID family holidays during term time have impacted on the school's overall attendance rate this session. Improving attendance will continue to be a key focus next session.

Number of exclusions in past four years: 0

Details of consultation: Pupils/Parents/carers/staff/stakeholders

All parents and carers were consulted on the 2022/23 SIP via a Microsoft forms questionnaire. This included a question which asked them to have a conversation with their child(ren) on what makes a good lesson.

The Head Teacher presented the 2022/23 improvement priorities to the Parent Council on Monday 6th June 2022 as part of his presentation of the 2021/22 School Improvement Report, outlining the rationale for each and summarising how they will be taken forward during the course of the session. The proposed use of the school's Pupil Equity Fund allocation was also discussed at this meeting.

The SIP is available to parents and carers on the school website.



'Smart School Council' gives every Cathedral pupil a voice and, under the leadership of our twelve House Captains, helps drive forward change and improvement in Cathedral Primary. As well as pupils participating in a fortnightly class meeting, the children are kept up-to-date on developments at our weekly assemblies and via the Smart School Council Action Board, which is located in the main corridor. Smart School Council has played a lead role in taking forward Reading for Enjoyment (School Priority 2) this year.

Section 2: What progress have you made in closing any poverty related attainment gap?

Equity Plan

Please write a brief summary of your approach to ensuring equity and the progress you have made.

The following key questions could be considered:

Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?

The attainment of the current Primary 4 cohort sits below all other year groups. The school, however, has a clear narrative around the reasons for this and a robust strategy in place for addressing gaps and raising attainment over time. Very positive progress has been made at the Primary 4 stage during the 2022/23 session as a result of a strong universal offer at classroom level and intensive targeted intervention from the school's Attainment Team.

- **Overall attainment:** Reading and Writing were both priorities in this year's School Improvement Plan. Overall, attainment at Primary 4 has risen by 3.9% (79% to 82.9%) in both Reading and Writing.
- **Impact of targeted interventions:** 42 Primary 4 pupils (60% of the cohort) received targeted literacy intervention from the Attainment Team this year. 19 of these 42 pupils (45.2%) live in SIMD 1 or 2 and 11 of these pupils received *Read Write Inc. Fresh Start* input three times a week. All made significant progress, with 81.8% improving their comprehension by 1 year or more and almost all (90.9%) improving in reading accuracy. The most notable gain was an increase of over 5 years in one single pupil's reading age.
- **Cohort attainment gap over time:** from June 2022 to June 2023 the attainment gap narrowed by 8% in Writing and 11% in Reading for the current Primary 4 cohort.
- **Primary 4 attainment gap over time:** when compared with the ACEL data of the previous Primary 4 cohort (June 2022), there was a 2.93% narrowing of the attainment gap in Writing and 5.57% in Reading.

Section 3: Summary of Impact of Annual Improvement Plan Priorities

Cluster Priority(Long Term Outcome): To ensure equity for all learners & improve attainment.	
(Please insert the relevant information below)	
NIF Priority: School Leadership Teacher Professionalism Assessment of Children’s Progress Parental Engagement School Improvement Performance Information	NIF Driver: School Leadership Teacher Professionalism Assessment of Children’s Progress Parental Engagement School Improvement Performance Information
NLC Priority: Priority 2: Closing the attainment gap between the most and least disadvantaged children Priority5: Improved outcomes for vulnerable groups	QI: 1.3, 2.2, 2.3, 2.4, 3.2
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
RATIONALE: We know, and research tells us, that good attendance and parental engagement are vital for children and young people to reach their full potential. It is therefore vital that we constantly strive to improve attendance and engagement levels. We believe this can be best achieved through rigorous and robust procedures alongside projects which work hand in hand with children and their families to help us better understand the challenges they face and how best to support them. We aim to improve the cluster average attendance from 92% to 95%. From the cluster ACEL data, writing across the cluster primary schools was identified as the biggest gap, therefore moderation and collaborative professional learning across all sectors will allow us to learn from each other, be consistent and clear in our approach. We hope to reduce the gap and show improvements in our data	
OUTCOMES:	
EXPECTED IMPACT:	
<p><u>Summary of Progress and Impact:</u> (based on outcomes for learners):</p> <p>(How are you doing? and How do you know? What action was taken and what was the impact?)</p> <p>As a cluster, we worked to devise a consistent and robust procedure for monitoring attendance, working closely with our CIIL to identify families with attendance below the authority average. Monthly meetings were held with families to support improved attendance, identify barriers to good attendance and work together with families to resolve these. Circle were employed to support this work.</p> <p>The cluster average attendance has increased for our Primary 4 children from 91.50% for session 2021-2022 to 93.72% for session 2022-2023. In S1 average attendance has increased from 91.2% for session 2021-2022 to 92.3% for session 2022-2023.</p> <p>We have, therefore, been successful in improving attendance rates at P4 and S1, however, we have not yet reached the 95% target. As such, monitoring attendance will continue to be a cluster priority next session.</p> <p>Work with Circle, to offer support to families with children who are under attending or under engaging, was not as successful as we had hoped for, owing to staff absence within their service. We do not intend to continue this particular partnership next session, but instead will look to other partnerships to support family engagement.</p> <p>Our work with CLD was more successful with parent support groups being run across the cluster. The family engagement officer has not yet been appointed for our cluster, but it is hoped that this appointment will be made very soon and that this will be an asset in our continued work to improve attendance.</p> <p>From analysis of data across the cluster, writing was identified as an area for improvement, The CST’s and CAT’s were deployed across the three primary schools with a clear focus that they should deliver literacy interventions, including Read, Write, Inc. Fresh Start.</p> <p>As an illustration, data shows the following impact of RWI for two of our targeted pupils within the cluster:</p>	

Name	Initial YARC Assessment – Form A Level 3 & 4 Age at Assessment 8:07					
Pupil A	Standardised Scores			Age Equivalent		
	Accuracy	Reading Rate	Comprehension	Accuracy	Reading Rate	Comprehension
	92	102	104	7:08	9:01	9:04
	Final YARC Assessment – Form B: Level 5 & 6 Age at Assessment: 9:04					
	Standardised Scores			Age Equivalent		
	Accuracy	Reading Rate	Comprehension	Accuracy	Reading Rate	Comprehension
	100	97	118	9:05	9:05	12.05+
	Impact					
	Standardised Scores			Age Equivalent		
	Accuracy	Reading Rate	Comprehension	Accuracy	Reading Rate	Comprehension
	+8	-5	+14	+1:09	+0:04	+2:01

Name	Initial YARC Assessment – Form A Level 5 & 6 Age at Assessment 11:02					
Pupil B	Standardised Scores			Age Equivalent		
	Accuracy	Reading Rate	Comprehension	Accuracy	Reading Rate	Comprehension
	79	89	83	7:08	9:09	7:10
	Final YARC Assessment – Form B: Level 5 & 6 Age at Assessment: 11:08					
	Standardised Scores			Age Equivalent		
	Accuracy	Reading Rate	Comprehension	Accuracy	Reading Rate	Comprehension
	96	95	109	10:08	11:04	12.05+
	Impact					
	Standardised Scores			Age Equivalent		

	Accuracy	Reading Rate	Comprehension	Accuracy	Reading Rate	Comprehension
	+17	+6	+26	+3:00	+0:11	+4.07

Name	Initial YARC Assessment –					
Pupil C	Age Equivalent					
	Accuracy		Reading Rate		Comprehension	
	6:07		6:06		6:10	
	Final YARC Assessment –					
	Age Equivalent					
	Accuracy		Reading Rate		Comprehension	
	8:03		7:03		9.04	
	Impact					
	Standardised Scores			Age Equivalent		
	Accuracy	Reading Rate	Comprehension	Accuracy	Reading Rate	Comprehension
	+11	+3	+12	+1:08	+0:9	+2.06

The cluster undertook in-house and cluster moderation activities on four occasions over the course of the academic year, including the planning and delivery high-quality periodic assessments. The feedback and evidence from this activity identified a more consistent and shared understanding of standards in writing across the cluster. Writing attainment at Early Level our aim was to increase the number of learners on track to achieve the level. Netherton FLC and St. Brendan's achieved their target of 5 learners, Cathedral achieved their target of 4 learners and St Bernadette's achieved 3 out of 4 learners now on track.

In Primary 4 cluster average was 78.3% our aim was to increase to 82%. The cluster average now is 81.3%. The breakdown across the cluster is as follows:

- St Brendan's aim was to increase from 79.5% to 83%, and now currently 83.8%
- OLGA Cathedral's aim was to increase from 79% to 82%, and now currently 82.9%
- St Bernadette's aim was to increase from 63.6% to 81.8 %, and now currently 77.2%

Establishment visits were carried out between schools to share practice and funded digital team-teaching opportunities were offered to staff.

Next Steps: (What are we going to do now?)

Priority

To ensure equity for all learners & improve attainment.

This priority will continue in the next academic year as this is the key driver for all empowering cluster work and the themes which we would hope to reflect in next year's improvement plan include:

- a continuing focus on improving attendance and engagement
- cluster moderation activity with a focus on report writing using Science as the context to deliver for Early through Third level
- teacher leadership opportunities as a collaborative approach to the delivery of the science project is adopted
- Diocese of Motherwell National school singing programme offering high quality music tuition to all cluster schools

Priority 1 (Long Term Outcome): Raise attainment in writing across all stages through a review and refresh of teaching approaches.

(Please insert the relevant information below)

NIF Priority: 3; 5

NIF Driver: 2; 3; 4; 6

NLC Priority: 1; 2

QI: 2.2; 2.3

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

- One day 'Talk for Writing' training for four members of staff (May 2022): £780
- Copy of 'Creating Storytellers and Writers' for each member of staff: £659.78
- Online early Years 'Talk for Writing' training (September 2022): £585
- Copy of Talk for Writing in the Early Years' for all Primary 1 and 2 staff: £197.94
- PEF DHT and additional staffing to maintain 'Attainment Team': £64,566

RATIONALE:

Attainment in Writing across all stages currently lags behind attainment in Reading, with the gap tending to widen as pupils progress through the school. The last major focus on writing in Cathedral Primary was 'Big Writing' training in 2014. There is a growing evidence base around the positive impact the 'Talk for Writing' approach has on pupils' attainment, including a paper by Roger Beard, Emeritus Professor of Primary Education, UCL Institute of Education, London. We're confident 'Talk for Writing' will not only reinvigorate and strengthen the teaching of writing in Cathedral Primary but also raise pupils' attainment in this area.

OUTCOMES: Please see below.

EXPECTED IMPACT: Please see below.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)

Two members of teaching staff, along with the Head Teacher and one of the Depute Head Teachers, attended 'Talk for Writing' training in Glasgow on 26th May 2022. Cathedral staff were joined by staff from John Paul II Primary School on the training, with a view to working in partnership introducing and developing 'Talk for Writing' across the two schools. In the subsequent months, these trained 'Writing Champions' provided teaching staff ongoing access to expertise and support and, as a result, all teaching staff have increased their knowledge and understanding of effective approaches to teaching writing, particularly the 'Talk for Writing' process.

By the summer term, all teaching staff were confident in delivering high-quality, differentiated lessons based on 'Talk for Writing' approaches. Classroom writing walls support day-to-day writing tasks and, through increased listening, talking and engagement with texts at the planning stage, almost all pupils are now more confident and proficient in writing coherent pieces which display the appropriate genre features. Pupils speak more positively about their day-to-day writing, and the 'Talk for Writing' approach, which allows pupils to 'hug' the model text, has been successful in supporting less confident pupils without inhibiting more proficient writers.

Teaching staff have become more confident in assessing writing and using this day-to-day evidence to reach informed professional judgements on the progress and attainment of pupils. Due, in part, to writing happening in daily short bursts, almost all pupils are aware of, and can articulate, their current strengths and next steps.

A 'Talk for Writing' workshop in late April increased parents' and carers' knowledge of the writing process and upskilled them to support their child's writing at home.

By June 2023, attainment in writing at the Primary 1, 2, 3, 5, 6 and 7 stages exceeds 84%. Although writing at the P4 stage remains below the rest of the school (82.9%), the school has a clear narrative around the reasons for this and a robust strategy for continuing to raise the attainment of this cohort during the course of Primary 5 and beyond.

Next Steps: (What are we going to do now?)

- Continue to work in partnership with John Paul II Primary School to further develop and embed approaches to teaching writing, particularly the 'Talk for Writing' approach.
- Deliver a 'Talk for Writing' workshop in the autumn term to increase parents' and carers' knowledge of the writing process and upskill them to support their child's writing at home.

- Support further improvements to the teaching of writing across all stages through professional learning and collaboration.
- Revisit 'tools for writing', particularly approaches to the teaching of spelling beyond Read Write Inc. Phonics.
- Develop new Writing policy to provide clear guidance to teaching staff on agreed approaches.

Priority 2 (Long Term Outcome): Raise attainment in reading by developing and embedding a culture of Reading for Enjoyment across all stages, reinforced by 'Accelerated Reader'.

(Please insert the relevant information below)

NIF Priority: 3; 5

NIF Driver: 2; 3; 4; 6

NLC Priority: 1; 2

QI: 2.2; 2.3; 2.4

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

- Further investment in school library: £2000 in infant fiction; £1500 in non-fiction books
- Accelerated Reader (three-year subscription): £11,411.90

RATIONALE:

Evidence suggests that reading for enjoyment leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between reading for pleasure and attainment indicating that pupils who read more are also better readers. The teaching of reading has been a major focus in Cathedral Primary over the past two years, with all staff being trained in 'Reflective Reading', the introduction of 'Read Write Inc. Phonics' in Primary 1- 3 and a significant financial investment in both core reading books (Collins Big Cats) and a new school library. These developments provide a strong foundation for a dedicated focus on Reading for Enjoyment, reinforced by 'Accelerated Reader'. An Education Endowment Foundation study found that pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.

OUTCOMES: Please see below.

EXPECTED IMPACT: Please see below.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)

The opening of Cathedral Primary's new school library in March 2022 brought a renewed focus on reading for enjoyment across the school. All pupils now have regular access, via the school library, to a wide range of fiction and non-fiction texts.

Pupils across all stages play a lead role in promoting reading for enjoyment and staff also seek to be visible and positive reading role models for both pupils and their colleagues. Book reviews, from pupils and adults, are a regular feature of weekly assemblies and regularly updated 'in the spotlight' displays in the school library further promote a culture of reading for enjoyment across the Cathedral school community.

Following its introduction in September 2022, all P4-7 teaching staff are confident in using 'Accelerated Reader' (AR) to support reading within their class. This includes administering the 'Star Assessment' to ascertain each pupils' AR level and monitor their progress over time.

Cathedral pupils now read for at least twenty minutes a day. All books children borrow from the school library are colour-coded and labelled with the appropriate AR level, ensuring pupils access and read books within their *Zone of Proximal Development* (i.e. texts which are neither too easy nor too challenging). The AR system also provides the opportunity for pupils to complete an online quiz on each book they read. This allows class teachers to closely monitor pupils' comprehension of the texts they are reading.

The continued use of 'Reflective Reading' approaches, introduced in August 2021, ensures pupils develop their reading skills through a range of meaningful activities based on the texts they are reading. Cathedral Primary is also committed to pupils enjoying at least one whole-class Interdisciplinary Learning Book Study each academic year.

By June 2023, attainment in reading at the Primary 1, 2, 3, 5, 6 and 7 stages exceeds 84%. Although reading at the P4 stage remains well below the rest of the school (78.6%), the school has a clear narrative around the reasons for this and a robust strategy for raising the attainment of this cohort during the course of Primary 5 and beyond.

Next Steps: (What are we going to do now?)

- Continue to facilitate opportunities for Cathedral staff to share well-known and new children's books with their colleagues.
- Ensure all Cathedral teaching staff engage in at least one reading CLPL opportunity during the course of the 2023/24 session.
- Plan regular opportunities for pupils and parents/carers to enjoy reading books together.
- Gain Scottish Reading Schools core award.

Priority 3 (Long Term Outcome): Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children and young people.

(Please insert the relevant information below)

NIF Priority: 3, 5

NIF Driver: 1, 2, 3, 4

NLC Priority: 1; 2; 4

QI: 1.2; 2.2; 2.3; 2.5

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

RATIONALE:

An integral part of the launch of our refreshed curriculum in August 2021 was the introduction of new progression pathways; this included 'Technologies'. Although almost all staff are confident in delivering the 'Digital Literacy' component of the Technologies progression pathway, 'Computing Science' has proved more daunting for many class teachers. As well as further developing and embedding current effective digital pedagogy this session, there is a need to identify those aspects of 'Computing Science' which Cathedral staff require specific training and support in.

OUTCOMES: Please see below.

EXPECTED IMPACT: Please see below.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)

A whole-school progressive Digital Literacy and Computing Science programme has been in place in Cathedral Primary since August 2021 and the new North Lanarkshire progression pathways have been piloted in one Primary 4 class during the course of this session. This provides all pupils opportunities to acquire and develop increasingly sophisticated digital technology skills as they progress through the school.

All class teachers have worked together this year to plan specific approaches to digital pedagogy, supporting and enhancing learning and teaching across the curriculum. This collaborative approach has built the confidence and expertise of staff, increasing opportunities for pupils to use and apply digital technology/skills in meaningful ways across a range of curricular areas. The school's Digital Champion has also played a lead role in building the capacity of teaching staff and, through funding from Education Scotland, this support included team teaching during the summer term.

All class teachers are becoming increasingly confident in using digital approaches for assessment (of and for learning) across the curriculum to inform pupils of their current strengths and their next steps. For example, pupils have opportunities to demonstrate their learning through Power Point presentations and use QR codes to capture and record self and peer assessment.

Digital technology, facilitated through *Smart School Council*, is used very effectively to promote Pupil Voice, with the views of pupils across all stages and classes being captured and collated electronically during fortnightly meetings. Digital technology also supports on-going self-evaluation and school improvement, particularly through the use of Microsoft forms for stakeholder questionnaires and surveys.

The school's website newsfeed, which is updated several times each week, promotes engagement with parents, carers and the wider community and this has replaced paper newsletters. The school app is also used very effectively for day-to-day communication.

Next Steps: (What are we going to do now?)

- Through targeted training and tailored team teaching, continue to build the confidence and capacity of teaching staff to deliver all aspects of Digital Literacy and Computer Technology.
- Facilitate collaboration amongst teaching staff to further develop the ways digital technology is used to support learning, teaching and assessment across the curriculum.
- Invest in new digital devices at the Primary 1 – 3 stages to facilitate and support digital pedagogy.
- Remain outward looking to ensure we continue to identify and tap into best practice.

Nursery Priority (Long Term Outcome): Raise attainment in writing through the introduction and embedding of 'Talk for Writing' approaches, supported by a culture of reading for enjoyment.

(Please insert the relevant information below)

NIF Priority: 3, 5

NIF Driver: 1, 2, 3, 4

NLC Priority: 1; 2; 4

QI: 1.2; 2.2; 2.3; 2.5

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

- Online Early Years 'Talk for Writing' training (September 2022): £290
- Set of Talk for Writing in the Early Years' for nursery practitioners: 4 X £32.99 = £131.96

RATIONALE:

Our nursery is the first class of the school and we endeavour, as far as possible, to ensure a joined-up and coherent approach to on-going development and improvement. This year's nursery priority combines the two school priorities, marrying 'Talk for Writing' approaches with a fresh focus on reading for enjoyment. Please refer to Priority 1 & 2 'Rationale' sections.

OUTCOMES: Please see below.

EXPECTED IMPACT: Please see below.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)

One Early Years Practitioner attended online 'Talk for Writing' training in September 2022, along with two infant teachers from the Cathedral Primary School. This trained 'Writing Champion' has provided all nursery practitioners with on-going access to expertise and support in 'Talk for Writing' approaches. This has resulted in most nursery practitioners developing knowledge and understanding of the 'Talk for Writing' process; most nursery practitioners are confident in delivering high-quality, 'Talk for Writing' activities.

All practitioners are visible, positive reading role models for pupils and children have regular access, via the nursery, school and local library, to a wide range of fiction and non-fiction texts. The nursery has also provided a number of opportunities for parents and carers to enjoy books together with their child.

Parental Engagement and Family Learning sessions have increased parents' and carers' knowledge of emergent writing and upskilled them to support their child's writing at home.

Next Steps: (What are we going to do now?)

- Further develop and embed 'Talk for Writing' approaches by facilitating professional learning and collaboration through peer trios.
- Parental Engagement and Family Learning sessions have increased parents' and carers' knowledge of emergent writing and upskilled them to support their child's writing at home.

Section 4: Key strengths/successes linked to Quality Indicators

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during thorough ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this in bold for example: **Teacher Professionalism**: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education.		
NIF Driver: School and ELC Leadership; Teacher and Practitioner Professionalism; Parent/Carer Involvement and Engagement; School and ELC Improvement		
UNCRC:		
RECR (if appropriate): Developing as a community of faith and learning		
Linked SIP/PEF Priority: N/A		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none"> • Almost all pupils across all stages know and are able to talk about the school's values. 'Values stickers' are used effectively to promote our four values and help pupils live them out in their day-to-day learning and interactions. • The Head Teacher and Leadership Team have a high profile around the school and seek to lead by example. This promotes a strong sense of community and helps sustain high standards and aspirations amongst pupils, staff, parents/carers and the wider community. • Teacher and Practitioner Professionalism: all teaching staff have shared educational values and professional standards. Opportunities for professional learning in trios/small groups are leading to improved collaboration across all stages of the school and gives staff increased ownership of change. • All staff have a clear understanding of the social, economic and cultural context of the school and are aware of the importance of identifying and closing attainment gaps; all teaching staff are becoming more confident in using data to deliver equity for pupils. • School and ELC Improvement: The Head Teacher is developing a culture in which all staff feel able to initiate well-informed change and share a collective responsibility to bring about improvement for the benefit of pupils. A current notable example is a strong collegiate approach to the introduction of 'Talk for Writing'. • A range of self-evaluation activities are used to audit and monitor the work of the school and these are used to identify and shape priorities for improvement. A comprehensive quality assurance calendar is in place. • School and ELC Improvement: Staff at all levels are taking increased responsibility for implementing change, with all members of teaching staff having a leadership role for a particular area. Current notable examples are two members of teaching staff leading the training and roll out of 'Talk for Writing' and another member of teaching staff leading on digital technologies. • House Captains play a key role in leading school improvement and use 'How Good is OUR School?' effectively to evaluate what is going well, what could be better and what actions need to happen to keep improving. • School and ELC Leadership: Smart School Council, led by our House Captains, gives all pupils across all stages the opportunity to contribute to decision making and help drive ongoing improvement. • The school is committed to being outward looking, with all staff having opportunities to visit other establishments to observe effective and innovative practice and challenge their thinking. 		

- The school regularly welcomes practitioners from other establishments to support change and improvement beyond Cathedral Primary.
- **Parent/carer involvement and engagement:** Robust and effective strategies, involving all stakeholders, are in place to monitor and evaluate the impact of changes on outcomes for learners. This includes the impact of our use of Pupil Equity Fund.

How do you know? What evidence do you have of positive impact on learners?

- Views of parents and stakeholders gathered during consultation on Vision, Values and Aims (Oct 2020)
- Vision, Values & Aims posters visible in all classes and in Cathedral parish; pupils across all stages able to talk about values
- Use of 'values stickers'
- Assembly PowerPoints show the high profile of Vision, Values and Aims in weekly whole-school assemblies.
- Vision, Values and Aims visible in Cathedral Primary curriculum rationale.
- Day-to-day observations around school confirm high standards and aspirations.
- Learning, Teaching & Assessment Framework summarises shared professional standards of Cathedral teaching staff.
- High staff attendance at parish events, sacramental liturgies and personal spiritual development opportunities (e.g. retreats, prayer services on Inservice days) demonstrates commitment of staff to Catholic ethos of the school and their vocation as Catholic teachers.
- Pupil Progress Meeting records evidence data-informed SLT- Class Teacher dialogue around closing the poverty-related attainment gap.
- Most recent School Improvement Report.
- Self-evaluation summary paper (strengths; next steps).
- SIP priorities clearly reflect and support the Vision, Values and Aims of the school.
- Collegiate Meeting presentations, particularly those focused on 'Talk for Writing'.
- Quality Assurance/Self-evaluation calendar.
- Records of staff CLPL
- Minutes of Parent Council meetings evidence parent/carer input around school improvement.
- Samples of support materials for staff (e.g. guidance on for learning & teaching; effective use of data policy) evidence strategic support for staff from HT/SLT.
- Improvement timeline ('Our Journey to Excellence')
- Current 'Leadership at all Levels' list.
- Current 'Looking Outwards' record.
- Staff questionnaire
- Most recent parent/carer survey (% 'The school takes my views into account when making changes'; % 'The school is well-led and managed').
- Smart School Council action board and scrapbook.
- Samples of collated data from Smart School Council meetings.
- School Improvement wall display.
- Quality Assurance/Self-evaluation calendar.
- PEF section of SIP

What are you going to do now? What are your improvement priorities in this area?

- Continue to create opportunities for leadership at all levels, forging and utilising closer connections with other schools within local authority, regional collaborative and further afield.
- Develop increased opportunities for staff to engage collegiately in critical and creative thinking around learning and teaching and SIP priorities.
- Provide opportunities for all staff to visit other schools, including working closely with John Paul II Primary on introducing and embedding 'Talk for Writing'.
- Develop a range of ways to share effective practice with colleagues including 'Teacher Learning Communities' and opportunities to team-teach/shadow.
- Integrate sustainable approaches to practitioner enquiry into school improvement to provide evidence of impact of change.
- Where appropriate, establish short-term Working Parties/Action Teams to take forward new initiatives.
- Train House Captains in the use of 'How Good is OUR school?' to support them in leading school improvement.
- Further develop the role, reach and impact of Smart School Council and the wider leadership skills of pupils.
- Continue to engage with Parent Council around school improvement using Quality Indicators and evaluative language from HGIOS?4

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
<p>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</p>			
<p>NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in attainment, particularly literacy and numeracy.</p>			
<p>NIF Driver: Teacher and Practitioner Professionalism; Curriculum and Assessment; School Improvement</p>			
<p>UNCRC: 28 (right to education); 29 (goals of education)</p>			
<p>RECR (if appropriate)</p>			
<p>Linked SIP/PEF Priority: 1 (Writing), 2 (Reading for Enjoyment); 3 (Digital pedagogy)</p>			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> • Drawing on Gospel values, all staff endeavour to forge positive and mutually respectful relationships with pupils; this creates an environment in which almost all children are motivated, engaged and interact well during lessons. • At all stages, most learning experiences are enjoyable and engaging, and most are appropriately matched to learners' needs and interests. • All staff across all stages use a range of teaching approaches, with almost daily opportunities for individual, partner, group and whole-class learning. • The school's <i>Active8</i> approach provides all Primary 3 – 7 pupils opportunities to exercise choice and lead their own learning. • Pupils across all stages have access to a variety of resources to enrich and support their learning, including digital technology. • The school's <i>Learning, Teaching and Assessment Framework</i> helps ensure consistency in learning and teaching across the school and effectively supports staff to further develop and improve their classroom practice. • Learning intentions and success criteria are shared for most lessons and most children are able to talk about what they are <i>learning</i> rather than simply what they are <i>doing</i>. • Teachers' explanations and instructions are almost always clear and most pupils' learning is supported and deepened through effective questioning. • Most staff observe pupils closely during lessons and use these observations to modify teaching input and ensure well-timed intervention. This helps ensure the needs of most pupils are appropriately met. • Most staff provide pupils with quality, focused feedback (both orally and in written form) so children are clear about next steps in their learning. • All Primary 1 and 2 pupils experience play-based learning on a daily basis and this is built on in Primary 3-7 classrooms through the school's <i>Active8</i> approach. Pedagogical changes have increased engagement, independence and confidence in almost all children. • The school's assessment policy/framework ensures assessment is integral to planning for learning and teaching of all staff; processes and systems for gathering and recording assessment evidence are proportionate and manageable. • All staff use a variety of assessment approaches, allowing pupils to demonstrate their knowledge, understanding, skills and attributes in a range of ways and in different contexts across the curriculum. • Assessment criteria for Reading, Writing and Listening & Talking are used across all stages, supporting all staff to assess and track pupils' progress against key developmental milestones and CfE benchmarks. • Although there is further scope for pupils across all stages to target set/identify their next steps in learning, pupils in most classes are involved in regular self and peer assessment. • Class teachers are becoming more confident in using standardised assessments (e.g. SNSAs, AR Star Assessment, ART, AMT) to help inform their professional judgment on the attainment of pupils. • The school's progression pathways support all staff to effectively plan, assess, track and report on pupils' progress and attainment across all curriculum areas. • Robust systems are in place to identify, plan for and support all pupils with specific additional support needs. • The school has effective systems in place to track attainment, including the use of Seemis 'Progress & Achievement'; teaching staff update this at three points during the course of the year. 			

- The school's 'Pupil Progress Meeting' pro-forma facilitates robust SLT-Class Teacher dialogue around the attainment of all pupils as well as help identify, plan and support children facing specific barriers to their learning, including poverty-related barriers and Adverse Childhood Experiences.

How do you know? What evidence do you have of positive impact on learners?

- Parent survey (% my child enjoys being in this school; % my child finds their learning activities hard enough; % teacher knows my child as an individual; % satisfied with the quality of teaching in the school)
- Classroom learning visits: individual feedback to staff
- Classroom learning visits: overall summary of findings
- Moderation of learning visits against recent inspection reports
- SLT – pupil learning dialogues
- Learning, Teaching & Assessment Framework
- Observation of learning environments and wall displays
- Evaluations of development work
- Staff questionnaires relating to development work
- Jotter monitoring
- Website newsfeed
- Records and staff evaluations of visits to other establishments
- Assessment policy
- Assessment folders
- Standardised assessments
- Record of moderation activities
- Planning for Learning & Teaching guidance document
- Forward plans
- Active8 document
- Active8 Family Learning Workshop evaluations
- Tracking attainment and achievement summary
- Pupil Progress Meeting proforma
- Progress & Achievement data
- GIRFMe plans
- Attainment Team plans and records

What are you going to do now? What are your improvement priorities in this area?

- Review and update *Learning, Teaching & Assessment Framework* ahead of 2023/24 session.
- Further develop and embed playful pedagogy in Primary 1 & 2.
- Provide further opportunities for all teaching staff to observe other practitioners in other classrooms and schools.
- Introduce Outdoor Learning programme to increase and enhance opportunities for quality outdoor learning across all stages.
- Further develop and embed moderation activities within the school, cluster and Regional Improvement Collaborative to support robust professional judgements.
- Develop, in partnership with pupils, regular opportunities for pupils to evaluate and offer feedback on their learning experiences.
- Engage with Collaborative Action Research (CAR) approach to support teaching staff in develop and improving aspects of classroom practice.
- Invest in new digital technology for P1 – 3 classrooms.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
<p>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</p>		
<p>NIF Priority: Placing the human rights and needs of every child at the centre of education; improvement in children and young people’s health and wellbeing</p>		
<p>NIF Driver: School and ELC Leadership; Parent/carer Involvement and engagement; Curriculum and Assessment</p>		
<p>UNCRC: 3 (best interests of child); 12 (respect of the views of child); 14 (freedom of thought, belief and religion); 19 (protection from violence, abuse and neglect)</p>		
<p>RECR (if appropriate)</p>		
<p>Linked SIP/PEF Priority: N/A</p>		
How well are you doing? What’s working well for your learners?		
<ul style="list-style-type: none"> • Cathedral Primary provides a caring, nurturing environment in which almost all pupils feel they are listened to and have an adult who knows them well and whom they can talk to. Almost all relationships across the school are positive, supportive and mutually respectful. • Our school community has shared values which help support the wellbeing of both pupils and adults; these are promoted and reinforced across the school on a daily basis. • The UNCRC articles are embedded within our curriculum, with pupils being supported to put them into practice within the school and beyond; almost all children are able to talk about their rights and responsibilities. • A curricular progression pathway ensures all aspects of Health and Wellbeing are taught across all stages. • A Health & Wellbeing wheel with associated Early, First and Second Level statements based on the SHANARRI indicators is used regularly by all pupils across all stages. Almost all pupils are confident in using the wellbeing indicators to talk about and evaluate their own progress in health and wellbeing. • All pupils across all stages receive their statutory entitlement of two hours of taught PE each week, supplemented by other opportunities to be physically active. Cathedral Primary has achieved Sports Scotland Gold Award. • The school engages with a number of partners to support the development of the children’s wellbeing including Active Schools, ‘Friday Football’, Motherwell FC, Bikeability, JRSO and a counselling service. • The school’s bespoke ‘Rose Trainer Achievement Award’ allows all pupils to gain formal recognition for such things as being able to dress themselves independently, helping out with chores at home, making a difference in the local community, preparing a meal for their family and doing a random act of kindness. • Cathedral Primary complies and actively engages with statutory requirements and NLC codes of practice/procedures. • A Child Protection policy and visitor leaflet, based on the most up-to-date NLC guidelines, ensures all visitors to the school are clear about the school’s CP procedures. • Robust systems are in place to identify and plan for children requiring additional support. Staff involve pupils and parents in developing personalised, measurable targets. • The EAL Service works in partnership with Cathedral Primary to build the capacity of staff to support pupils with English as an additional language. As a result, EAL pupils are well supported within the school and their progress tracked and monitored. • Robust systems are in place for monitoring attendance and following-up on pupils causing concern, although the school’s current attendance rate of 92% remains lower than pre-COVID levels. 96% exceeds the RIC target of 95%. • A policy (and associated parent leaflet) outlines and articulates the school’s robust systems and procedures for dealing with bullying incidents. All pupils are reminded of key messages through termly ‘bullying drills’. • The school is conscientious in recording all bullying and equalities incidents in the appropriate areas of Click & Go and all health & safety incidents in the CIRIS system. • Cathedral Primary honours the life, dignity and voice of each person, made in the image of God, and is committed to being an inclusive community. The school actively challenges discrimination to ensure that age, disability, gender, race, religion, marital status and sexual orientation are never barriers to pupils or adults playing a full and active role in the life and work of Cathedral Primary. • An Equality policy, reflecting the 2010 Equality Act as well as guidance from the Scottish Catholic Education Service, is in place. 		

- The school's anti-bullying policy makes explicit reference to the 2010 Equality Act and clearly outlines how incidents are dealt with.
- All P4-7 pupils have an awareness of legislation relating to the 2010 Equality Act, including the consequences of any inappropriate incidents in relation to the protected characteristics. This is reinforced at the beginning of each term.
- The school is conscientious in recording all equalities incidents in the appropriate section of Click & Go.
- Cathedral Primary celebrates its diversity and actively supports all pupils to develop their understanding of other faiths and cultures. This includes visits to a non-Catholic church and a mosque.
- Cathedral Primary is committed to communicating Catholic social teaching and thereby promote social justice and opportunity for all. [All pupils have the opportunity to play an active role in this work through Smart School Council.](#)
- [The school offers a wide range of afterschool clubs and these are well-attended by pupils. Attendance of SIMD 1 and 2 pupils is monitored and the school is proactive in supporting all children to access and benefit from these opportunities.](#)

How do you know? What evidence do you have of positive impact on learners?

- Parent/carer survey (% 'my child feels safe in school'; % 'staff treat my child fairly and with respect'; % 'my child is treated fairly at school'; % 'the school helps their child to be more confident'; % 'staff know my child as an individual'; % 'my child is encouraged to be healthy and take regular exercise'; % 'the school supports my child's emotional wellbeing')
- Day-to-day classroom and playground observations confirm that Cathedral Primary provides a caring, nurturing environment with very positive pupil-adult relationships in almost all cases.
- 0% of pupils on current school roll have been excluded from school.
- Forward plans show comprehensive coverage of all aspects of Health & Wellbeing across all stages.
- Individual Health & Wellbeing wheels confirm all pupils across all stages have regular opportunities to reflect on their health & wellbeing using the wellbeing indicators.
- Come Clubbing @ Cathedral overview
- Growing Cathedral Citizens overview
- Rose Trainer Achievement Award record cards
- Child protection and safeguarding self-evaluation
- Child Protection policy and visitor leaflet
- Anti-bullying policy and leaflet
- ASN cycle
- Sample GIRFMe Plan
- EAL tracking and pupil profiles
- Monthly attendance records overview
- Signpost to Bullying & Equalities section of SEEMIS
- Vision, Values and Aims and Curriculum Rationale: inclusion, equality and equity explicit features
- Come Clubbing @ Cathedral records evidence equal opportunities for all (e.g. girls involved in Friday Football)
- Come Clubbing @ Cathedral analysis of participation (report compiled by House Captains); SIMD data and participation gaps quantified.
- Records of parent/carer attendance at school events and parish liturgies confirm that marital status, sexual orientation, race, religion and disability are not barriers to parents playing a full and active role in the life of Cathedral Primary.
- Equality policy
- Anti-bullying Assembly Powerpoint
- Signpost to Bullying & Equalities section of SEEMIS
- Curriculum overview
- Equality statement in DYW programme
- Black History Month display

What are you going to do now? What are your improvement priorities in this area?

- Increase overall attendance rate to 95% or above.
- Ensure SCES Equality & Inclusion teaching materials are being used across all stages.
- Further develop use of food technology area to provide all pupils with opportunities to prepare, cook and enjoy healthy, balanced, nutritious food; link activities to success criteria contained in Health & Wellbeing skills progression.
- Continue to collect and analyse data on participation and engagement to identify and address gaps.
- Achieve Rights Respecting Schools Silver Award.
- Support staff to highlight equality of opportunities to pupils in DYW display
- Develop Positive Mental Health policy

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement			
Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in attainment, particularly in literacy and numeracy.			
NIF Driver: Curriculum and Assessment; School and ELC Improvement; Performance Information			
UNCRC: Article 28 - right to education; Article 29 - goals of education			
RECR (if appropriate)			
Linked SIP/PEF Priority: 1 (Writing); 2 (Reading for Enjoyment)			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> • Overall, most pupils are achieving appropriate CfE levels in Reading, Writing, Listening & Talking and Numeracy, and a few children at each stage exceed CfE levels. These levels of attainment correlate with information gathered from classroom observations, the monitoring of pupils' work and standardised assessments. • Teachers have a sound knowledge of the gaps in children's learning and effective universal and targeted support is ensuring all pupils are making good progress in their learning. • The school's '<i>Pupil Progress Meeting</i>' pro-forma facilitates focused SLT-Class Teacher dialogue around the current and projected attainment of pupils and provides all staff with a summary of attainment for the stage(s) they teach, including quantified attainment gaps; this supports all staff in making sound professional judgments on the progress and attainment of their pupils. • Progression pathways help ensure an appropriate pace of learning in literacy and numeracy for all learners as well as appropriate support for learners falling out-with their expected milestones. • Targeted literacy and numeracy interventions have a positive impact on the attainment of all pupils involved, with significant gains for the majority. • SLT and class teachers are confident in their use of data and moderation, which ensures professional judgements are robust. All teaching staff have engaged in moderation of writing at both school level and with other establishments. • Overall, attainment in literacy and numeracy has risen over time and most children are making good progress in their learning against national expectations. • Robust tracking of cohorts over time demonstrates the number of children achieving appropriate levels is maintained or increases as they progress through the school. • Where attainment at a stage has dropped from that of the previous cohort (e.g. June 2023 Primary 4 attainment in reading, writing, listening & talking and numeracy), the school has a clear narrative around the reasons for this. • Established tracking systems, using teacher professional judgement, are in place. The school's '<i>Pupil Progress Meeting</i>' pro-forma summarises data into percentages for each stage, giving all teaching staff accessible information on the current and projected attainment of their pupils; this data is used to plan and track universal and targeted support. • All pupils have the opportunity to acquire and develop a range of skills and attributes through the wide range of activities offered by Cathedral Primary. These opportunities include numerous clubs, Smart School Council, educational trips, participating in initiatives within the parish and local community, a P7 residential excursion and the Pope Francis Faith Award. • Staff and partners provide a wide variety of clubs (Come Clubbing @ Cathedral) including football and cooking. Almost all children participate in a club during the course of the year. • The school's bespoke '<i>Rose Trainer Achievement Award</i>' provides a framework for children to demonstrate themselves as successful learners, confident individuals, effective contributors and responsible citizens at home, at school and within the local and global community. Almost all Cathedral Primary pupils actively engage with the award. • '<i>Smart School Council</i>' gives every Cathedral pupil a voice and, under the leadership of the twelve House Captains, helps drive forward change and improvement in Cathedral Primary. • Pupils' achievements both within and out with school are regularly celebrated at assembly, on the website newsfeed and through the '<i>Rose Trainer Achievement Award</i>'. 			

- Senior Leaders and staff have a clear understanding of the school's socio-economic context and know children and their families well. They demonstrate compassion and ambition for all pupils, whatever their background.
- In line with the school's Poverty Proofing policy, a range of strategies ensure there are no financial barriers to children fully participating in the life of the school.
- The school uses their Pupil Equity Fund strategically. All spending is evidence-based and senior leaders evaluate and track the outcomes for learners and families well. This includes additional staffing to provide targeted support for identified children.
- The school quantifies poverty-related attainment gaps for reading, writing, talking & listening and numeracy across all stages at three points during the course of each session. This data is used to direct targeted support and interventions to the school's most disadvantaged children.
- The school's 'Pupil Progress Meeting' pro-forma has a dedicated section on children facing poverty-related barriers to their learning and wellbeing; this facilitates regular SLT – Class Teacher dialogue around the Health & Wellbeing Indicators and Adverse Child Experiences.
- The school quantifies gaps for attendance and participation for each stage and the school as a whole. This data is used to inform appropriate support and interventions such as 'positive discrimination' when allocating places for after-school clubs.

How do you know? What evidence do you have of positive impact on learners?

- 'Tracking Attainment & Achievement' overview
- Achievement of a Level poster
- Blank Pupil Progress Meeting pro-forma
- Supporting Teacher Professional Judgement in Reading
- Supporting Teacher Professional Judgement in Writing
- School overview from 'What's the story?' dashboard
- ACEL data overview
- Projected attainment overview
- Assessment policy
- Celebrating wider achievements
- Signpost to information on learners' wider achievements
- Rose Trainer Achievement Award
- Recent Peer Review records
- Effective use of data policy
- Overview of moderation activities
- Summary of current Literacy and Numeracy targeted interventions

What are you going to do now? What are your improvement priorities in this area?

- In line with West Partnership RIC improvement plan, reach or exceed 2020/21 target of 78% of P1, 4 and 7 pupils achieving expected levels in literacy and 85% in numeracy by June 2023.
- Establish close professional partnerships with comparator (Family Group) schools to facilitate robust support and challenge around attainment and achievement.
- Plan and deliver an on-going programme of literacy and numeracy family learning to build the capacity of parents and carers to support their child's learning at home.
- Embed approaches to recording interventions for SIMD 1 and 2 and ensure appropriate measures of impact.
- Fully engage with opportunities for moderation of standards at school, cluster and regional collaborative level.

Section 5: NIF Quality Indicators: Summary

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Very good	
2.3 Learning, teaching and assessment	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	
3.2 Raising attainment and achievement	Very good	



Additional Quality Indicator

It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Quality indicator	Self-evaluation
1.1 Self-evaluation for self-improvement	Very good
1.2 Leadership of learning	Good
2.2 Curriculum	Very good
2.4 Personal support	Very good

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Cluster

School Priority 1: Revisit and develop the principles and practice of assessment to ensure it is integral to learning and teaching and effectively supports pupil progress and attainment.

School Priority 2 (Year 2 of 2): Raise attainment in writing across all stages through a review and refresh of teaching approaches.

School Priority 3 (Year 2 of 3): Establish a digital pedagogy across all stages of the curriculum which engages learners and delivers a high-quality learning experience for all pupils.

Nursery Priority: Improve outcomes across the curriculum for all learners by developing and establishing a shared Early Years pedagogy which informs high-quality spaces, experiences and interactions.

