



Our Lady of Good Aid Cathedral Primary School & Nursery Class



Driving Equity and Excellence

Improvement Report

Session 2023-24

School:	Our Lady of Good Aid Cathedral Primary School & Nursery Class
Cluster:	Our Lady's High School, Motherwell
Head Teacher:	Graeme Young



Section 1: Establishment Details

Establishment Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g., staffing changes/issues);

Key information such as SIMD, FME, school roll, PEF allocation, self-evaluation grades and outcomes of external inspection, will be collected via the Glow form used to support submission of the AIR, therefore there is no requirement to include this information here. Schools will also be asked to identify main focus areas for new priorities on the Glow form.

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 522, organised across 20 classes. The Nursery Class has 80 children (40/40) when operating at full capacity. 42% of pupils currently live in SMID 1 and 2. 19.5% of pupils are entitled to a clothing grant and 16.5% to free school meals.

Cathedral Primary shares a campus with Firpark Primary School and Clydeview Primary School and our '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 2023/24 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.

Our school has a significant proportion of EAL pupils, c. 34%. The school receives 0.1 support from the cluster EAL teacher.

Current attendance across the school is 93.2% which exceeds both the local authority and the national average.

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)

Current attendance across the school is 93.2%, which exceeds both the local authority and the national average.

The school currently uses its own bespoke letters which highlight to parents and carers the potential number of days/weeks which will be lost across the year, based on their child's current attendance rate.

Number of exclusions over past four years: 0

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

Two priorities from the 2022/23 Annual Improvement Plan (Writing and Digital) were carried over into the 2023/24 plan. All parents and carers were consulted on these priorities via a Microsoft forms questionnaire. This included a question which asked them to have a conversation with their child(ren) on what made a good lesson.

The Head Teacher presented the 2023/24 improvement priorities to the Parent Council in June 2023 as part of his presentation on the 2022/23 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.

All Annual Improvement Plans are available to parents and carers on the school website.

All pupils, across all stages, are actively involved in 'Smart School Council', enabling them to contribute to change and improvement in Cathedral Primary School. A child-friendly AIP poster is displayed in all classrooms and, throughout the 2023/24 session, pupils had the opportunity to take forward aspects of each priority through 'Smart School Council' action teams.

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

(Submission Dates: 6th October, 8th December, 22nd March and 14th June 2024.)

Equity Plan

Please write a brief summary (500 words max.) 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? What are your next steps?

At mid-term review submissions – please highlight any significant challenges to PEF plan and any significant underspends so this can be discussed with your EFM and/or a member of the SAC team.

Cathedral Primary School has a clear, strategic and evidence-based rationale for the use of its Pupil Equity Fund and is successfully closing the poverty-related attainment gap.

Primary 1

When compared against last year's P1 cohort, the poverty related attainment gap has closed in all areas. Interventions such as Number Box and the Read Write Inc Phonics universal offer have impacted positively on all P1 learners. Following Pupil Progress meetings, seven pupils (five SIMD 1 and 2) who were at risk of underachieving received additional support in Reading, Writing and Numeracy.

Primary 4

The attainment gap in Reading, Writing and Numeracy would appear to have slightly widened for this cohort. However, two of the three children who joined this cohort mid-session live in Quintile 1 and were not on track to achieve First Level. The gap in Listening & Talking for this cohort of learners, despite these new pupils joining mid-session, narrowed from 18.75% to 14.71% (a decrease of 4.04%).

When compared against last year's P4 cohort, the poverty related attainment gap has closed in Listening and Talking and Numeracy but increased in Reading and Writing. As mentioned above, new pupils (all SIMD 1 or 2) transferred to Cathedral Primary School and were not on track to achieve their expected milestones. The 'Attainment Team' delivered targeted support in Numeracy, Reading and Writing to pupils at risk of underachieving and these pupils will continue to receive support in Primary 5.

Primary 7

Although the overall roll of this cohort remained the same this session, one pupil left who was on track and a new pupil (Quintile 1) enrolled who was not on track across all Literacy and Numeracy organisers. This could have potentially resulted in the attainment gap widening for this year group. However, due to targeted intervention at classroom level and from the 'Attainment Team', the attainment gap for this cohort has narrowed across all Literacy and Numeracy organisers. In Listening and Talking, the gap narrowed by 4.97%, in Reading by 0.51% and in writing by 0.67%. The gap also narrowed in Numeracy by 6.39%.

When compared against last year's P7 cohort, the poverty related attainment gap has also closed in all areas and there has been an overall increase in attainment in Literacy and Numeracy at the P7 stage.



Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2024)

Cluster Priority (Long Term Outcome): To ensure equity for all learners and improve attainment in writing.

(Please insert the relevant information below)

NIF Priority:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children's and young people's health and wellbeing;

NIF Driver:

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

NLC Priority:

1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.
2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.
5. Vulnerable Groups-Improved outcomes for vulnerable groups.

QI:

- 1.2 Leadership of learning
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

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

RATIONALE:

In session 22-23 there was improved attendance across all cluster establishments, the average cluster attendance rose from 92% to 93% however we were unsuccessful in reaching our target of 95%. Having analysed the data rigorously, a decision was made for each establishment to identify the year group with the lowest attendance, which would become our target group for this plan, through the empowering cluster model.

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. We must also strive to better understand the challenges families face and how best to support them. We aim to improve the cluster average attendance from 93% to 95% for the new academic session.

This year a diocesan music project has been identified as the vehicle to improve the engagement of a targeted group of learners across the cluster, and thus improve their attendance. The project aims to ensure that music does not become a subject for the select few, but one which is inclusive of all.

From the cluster ACEL data, writing across the cluster primary schools was still identified as the biggest gap, and although progress has been made at both early and P4 level, where we moved close to our target of 82%, we did not reach the target. The cluster schools felt a more collegiate and collaborative professional learning approach with teacher leadership at the centre is the key to improvement – this will allow us to be consistent and clear in our approach. By doing all of this we hope to reduce the gap and show improvements in our data.

OUTCOMES: See below

EXPECTED IMPACT: See below

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

In session 23-24 using the month of April as our reference point, attendance in the OLHS cluster has continued to improve year on year from 2021, attendance April 2021 was 91.21% and in April 2024 93.06% in addition to this there has been improved attendance across all cluster establishments. All cluster establishments attendance was above the NLC stretch aim for this session (Secondary 86.40%, Primary 91.8%).

For our lowest attending year groups, within St. Brendan's in 2022-2023 Primary 1 presented with the lowest attendance of 92%, this year Primary 1 has an average attendance of 93.77%, and Primary 1 who are now Primary 2 have an average attendance of 92.89%.

Cathedral's lowest attending year group in 2022-2023 was also Primary 1 with an average of 91%, this year Primary 1

have an average attendance of 93.3% and Primary 1 who are now Primary 2, have an average attendance of 93.36%.

St. Bernadette's made the decision not to target a particular year group but their average attendance is 92.07% this is an improvement on last year's average attendance figures of 88%.

In OLHS S4 was identified as lowest attending year group with an average of 77%, this session this has improved to 89.1%.

The Primary Schools within the cluster have enjoyed participating in the National Schools Singing Programme with the Diocese this year. All 3 Primary Schools have seen an improvement in the engagement of children and their families. This has been evident in their involvement and presence at events such as The Diocese Advent Service and the John Rutter Event in Glasgow University. Children also attended diocesan training as Choristers and Head Choristers, giving the pupils a leadership opportunity. Members of each Parish community have feedback to each school that the music, particularly the singing, at Sacraments and other Church Services, eg First Friday Mass, Carol Services, etc, has been spiritually uplifting. We had hoped to expand this project to include the High School however this has not been possible.

To allow us to measure impact we tracked the attendance of the target year group P4 –

St. Brendan's – improved the attendance of 3 out of 7 of the lowest attending pupils within the P4 year group.

Cathedral – improved the attendance of 6 out of 9 of the lowest attending pupils within the P4 year group.

St. Bernadette's – improved the attendance of 6 out of 11 of the lowest attending pupils within the P4 year group.

Writing across the cluster continued to be a focus of moderation this session. Within second level Primary 7 colleagues worked alongside staff from OLHS Science faculty to plan a Science Transition Project incorporating Science and Literacy - Writing across the Curriculum. The planned learning experiences took place in OLHS and the associated Primary Schools, with Senior School STEM Leaders from OLHS leading sessions in the associated Primary Schools.

Primary pupils learned about lab safety and took part in a range of practical experiments where they began to develop their practical skills. The pupils then completed a lab report of a practical experiment chosen by them and created a poster to demonstrate their learning throughout the experience. The posters and lab reports were showcased during their Induction visits to OLHS. The written Lab reports were moderated by primary and secondary colleagues, developing a shared understanding of the standard within cross curricular writing. Primary staff valued the opportunity to work alongside Science colleagues to enhance their knowledge of the teaching of Science, while exploring the application of writing across the curriculum. The impact of this project is that P7 pupils transitioning to S1 will start their secondary school journey having had a consistent experience of Science, which has laid the foundations of skills which they will further develop throughout their time at OLHS. Pupils responded positively to their experience commenting that they felt 'prepared for high school'. This project was very successful and we intend to implement it again next session.

At Second Level we tracked the progress of P7 -

St Brendan's - the aim was to increase the percentage of on track children from 81.5% to 83.7% of learners, now 78.9% of learners are on track to achieve Second Level by the end of Primary 7, this reduction was due to new children arriving in the year group who had additional support needs.

Cathedral – the aim was to increase the percentage of on track children from 84.61% to 86.5% of learners, now 87.2% of learners are on track to achieve Second Level by the end of Primary 7.

St. Bernadette's – the aim was to increase the percentage of on track children from 62% to 81% of learners, now 76% of learners are on track to achieve Second Level by the end of Primary 7.

At Early and First Level our cluster colleagues also worked in partnership from the planning stage to design a series of lessons around a common theme within Writing Across the Curriculum. These were moderated to further develop a shared understanding of the standard. Staff value these opportunities to work with their colleagues across the cluster, sharing good practice and supporting each other to develop their skills and knowledge.

At Early Level we tracked the progress of our pre-school learners:

Netherton Family Learning Centre – 77.2% of our pre-school children are on track to achieve in writing by the end of Primary One. This equates to 17 children out of 22, an improvement of 3 children from last year.

St. Brendan's – 2 out of 3 of our targeted pre-school learners are on track to achieve writing at Early Level by the end of Primary One.

Cathedral – the aim was to increase the percentage of on track children from 78% to 80.9%, and now 83.72% of learners are on track to achieve writing at Early Level by the end of Primary One.

At First Level we tracked the progress of P4 –

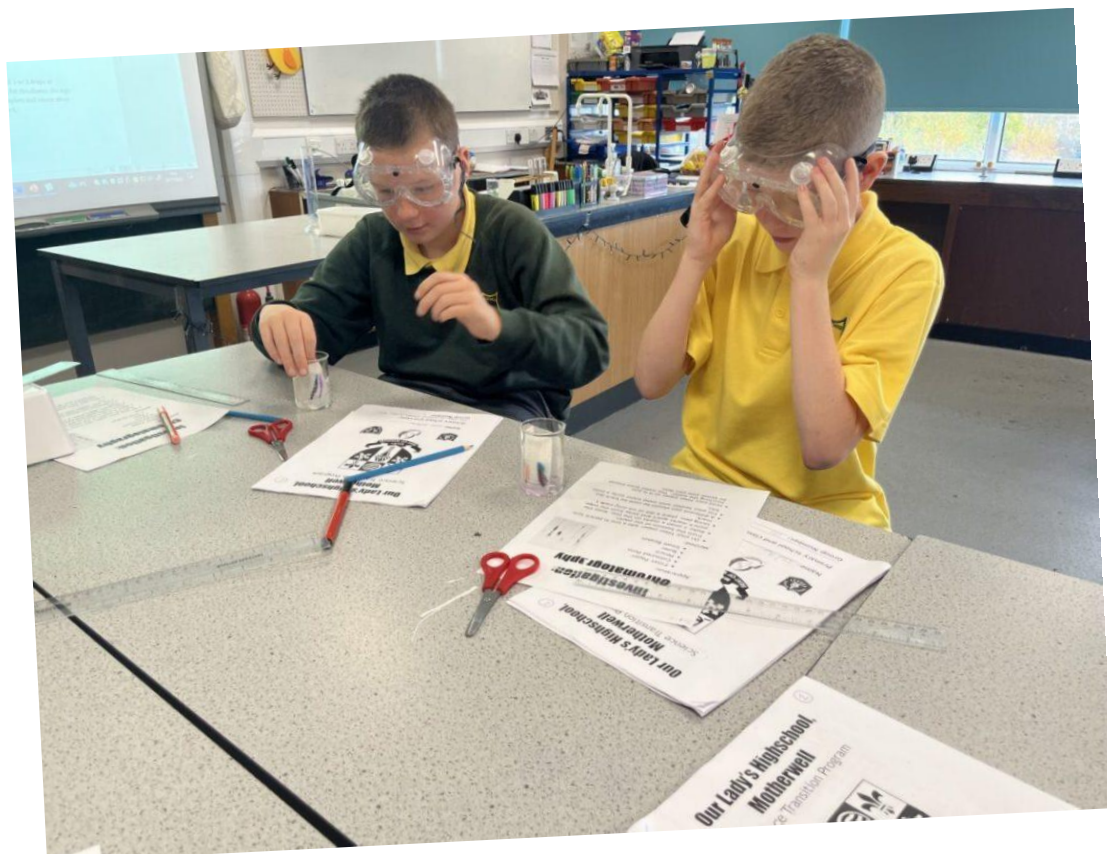
St Brendan's - the aim was to increase the percentage of on track children from 76.1% to 85.7% of learners, now 85.7% of learners are on track to achieve First Level by the end of Primary 4.

Cathedral – the aim was to increase the percentage of on track children from 84.2% to 86% of learners, now 87.6% of learners are on track to achieve First Level by the end of Primary 4.

St. Bernadette's – the aim was to increase the percentage of on track children from 70% to 86% of learners, now 79% of learners are on track to achieve First Level by the end of Primary 4.

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

- Continue to increase level of attendance in all establishments across the cluster.
- Understand the factors which impact the sustained improvement in Numeracy attainment P7 to S3.
- By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and we aim to achieve the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.



Priority 1 (Long Term Outcome): Revisit and further develop the principles and practice of assessment to ensure it is integral to learning and teaching and effectively supports pupil progress and attainment.

(Please insert the relevant information below)

NIF Priority:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;

NIF Driver:

2. Teacher Professionalism
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

NLC Priority:

1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.
2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.
5. Vulnerable Groups-Improved outcomes for vulnerable groups.

QI:

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement

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

RATIONALE: Assessment is an integral part of the learning and teaching process and is essential for tracking progress, planning next steps, involving young people in their learning and reporting to parents. Assessment lets teachers see what progress their pupils have made, informing sound professional judgements on each child's attainment. This, in turn, helps the school to monitor and track attainment across the school and project attainment in the future.

OUTCOMES: See below

EXPECTED IMPACT: See below

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

Following input and dialogue during the August 2023 inservice days, all teaching staff have a clear understanding of the professional expectations and standards in relation to assessment. An updated Assessment policy now includes the GTCS (General Teaching Council of Scotland) standards and provides clear guidance to teaching staff on agreed approaches, systems and procedures.

A new approach to marking and feedback was introduced in August 2023 and is now in place across the school, providing pupils from Primary 1 – 7 with prompt and often 'live' feedback on their learning. These feedback stampers, the strategic use of highlighter pens and the daily use of age-appropriate 'skills mats' have equipped pupils with the language of learning and most children can articulate their strengths and next steps. Pupils from Primary 3 upwards take personal responsibility for addressing their next steps, traffic lighting these in their jotters once achieved.

Pupils have regular opportunities to demonstrate and capture their learning in meaningful ways through a range of summative assessments. 'Milestone Moments' stickers indicate these key points in each child's learning journey in jotters and other pieces of work.

Parents and carers play a vital role in helping their child maximise their potential, and taking the time to talk to them about their learning is an important part of this. A new leaflet was developed to support parents and carers to talk to their child about their recent learning and was introduced at the October 2023 Parents Evening. From August 2024, jotters will be sent home twice during the course of the year and the same prompts and questions on this parent leaflet will be used to support parents and carers to engage in focused discussions with their child about their day-to-day learning.

All teaching staff have a sound understanding of how to reach a professional judgement on the current attainment of a pupil, drawing on a range of evidence (progression pathways, evidence of learning, assessment folders, standardised assessments, moderation) to reach these. A poster to support teachers in reaching a professional judgement was developed and introduced in October 2023 and now forms part of the SLT – class teacher dialogue at Pupil Progress Meetings.

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

- Further build staff capacity to analyse standardised assessments (particularly 'Star Assessment' and SNSAs) to support identification of next steps in learning and teacher professional judgement.
- Continue to facilitate moderation at school and cluster level to ensure a shared understanding of standards and expectations.



Primary 4 – 7 Literacy & English Marking Guide

Who assessed my work?

T Teacher assessed S Self assessed P Peer assessed

How do I feel about my work?

😊 I can do this! 😐 I'm getting there 😞 I need help with this

What do the colours used on my work mean?

🟢 Green to be seen (This is impressive!) 🟡 Think pink (Can you improve this?) 🟠 Live marking (My teacher and I spoke about this)

What do the marking symbols mean?

📄 Handwriting/presentation	📖 Use a thesaurus	🔍 Find evidence from the text	🔗 Use a connective	🔎 Check your spelling
🗣️ Check grammar	📏 Check punctuation	🗣️ Verbal feedback given	📌 Expand on this idea	🎯 Target achieved
🛑 Stop sign	👣 Next steps	👤 Adult Assisted Work	📈 Work improved	📄 Add more detail
📄 New paragraph	📖 Proof read	🙋 Ask for help	💡 Great idea	🏆 You've aced it!



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

(Please insert the relevant information below)

NIF Priority:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;

NIF Driver:

4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

NLC Priority:

1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.
2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.

QI:

- 1.2 Leadership of learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 3.2 Raising attainment and achievement

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

RATIONALE:

Attainment in Writing across all stages currently lags slightly 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. 'Talk for Writing' was introduced in Cathedral from September 2022, reinvigorating and strengthening the teaching of writing during. This will be built on this year, drawing on other examples of best practice in the teaching of writing.

OUTCOMES: See below

EXPECTED IMPACT: See below

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

'Talk for Writing' has been fully embedded across all stages during the course of this session. Trained 'Writing Champions' continue to provide teaching staff with on-going access to expertise and support throughout the year and this has resulted in all teaching staff increasing their knowledge and understanding of effective approaches to the teaching of writing, particularly the 'Talk for Writing' process. 'Writing Champions' provide a sustainable model for future support to existing staff and training up new members of the team.

Professional learning and collaboration with stage partners, as well as partnership working with St John Paul II Primary, has supported improvements to the teaching of writing across all stages and helped Cathedral develop its own balanced approach to the use of 'Talk for Writing', alongside other approaches to teaching writing.

Through increased listening, talking and engagement with texts at the planning stage, pupils across all stages are more confident and proficient in writing coherent pieces which display the appropriate genre features. All pupils, across all stages, write on a daily basis.

The school's new approach to marking and feedback, introduced in August 2023, is integral to taught writing, daily writing and writing across the curriculum and ensures most pupils are aware of and can articulate their current strengths and next steps in writing.

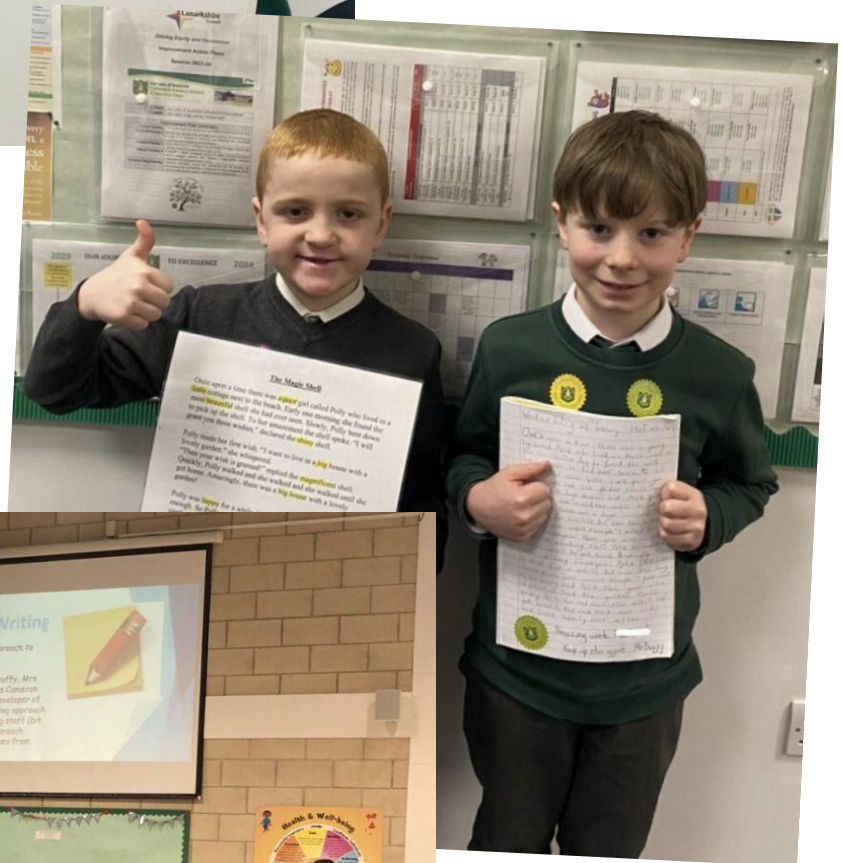
All teaching staff are confident in assessing writing and using this day-to-day evidence to reach informed professional judgements on the progress and attainment of pupils. This has been further strengthened through moderation within the cluster and with St John Paul II Primary School.

Parental Engagement and Family Learning sessions, delivered in the spring term, have increased parents' and carers' knowledge of the writing process and upskilled them to support their child's writing at home.

Cathedral exceeded its projected June 2024 writing target, with attainment in writing across all stages increasing to 86% or above.

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

- Continue to utilise Writing Champions to maintain and further develop 'Talk for Writing' approaches across the school.
- Reach or exceed June 2025 stretch aims for Writing across all stages.



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:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver:

2. Teacher Professionalism
3. Parental Engagement

NLC Priority:

1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.
4. Developing the Young Workforce- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

QI:

- 1.2 Leadership of learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

If you used any aspect of your PEF fund to support this priority, please detail the expenditure here:
£18,000 spend on ipads to support learning across Primary 1- 3.

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 remains a need to identify those aspects of ‘Computing Science’ which Cathedral staff require specific training and support in.

OUTCOMES: see below

EXPECTED IMPACT: see below

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



North Lanarkshire’s Digital Literacy and Computing Science progression pathways were introduced across all stages in August 2023 and these have been successful in building teaching staff’s confidence, knowledge and skill in delivering these areas of Technologies. All pupils acquire and develop increasingly sophisticated digital technology skills through our whole-school progressive Digital Literacy and Computing Science curriculum.

All class teachers work together to plan specific approaches to digital pedagogy, supporting and enhancing learning and teaching across the curriculum. This ensures all pupils use and apply digital technology/skills in meaningful ways across all areas of the curriculum.

Pupil Voice, school improvement and engagement with the wider community are supported and enhanced through Digital Technologies. Smart School Council endeavours to give every Cathedral pupil a voice and, under the leadership of our twelve House Captains, helps drive forward change and improvement in Cathedral Primary. Everyone’s views and ideas are recorded electronically during regular class meetings and sent to our House Captains to collate for our Smart School Council action board. The school’s website newsfeed is updated throughout the week, providing parents, carers, parishioners and all interested in Cathedral with live information on the life and work of the school.

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

- In partnership with our Digital Champion, Cathedral staff will continue to access North Lanarkshire’s online support materials this session to ensure all aspects of Digital Literacy and Computing Science are being fully delivered by June 2025.

Nursery Priority (Long Term Outcome): 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.

(Please insert the relevant information below)

NIF Priority:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children's and young people's health and wellbeing;

NIF Driver:

2. Teacher Professionalism
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

NLC Priority:

1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.
2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.
5. Vulnerable Groups-Improved outcomes for vulnerable groups.

QI:

- 1.2: Leadership for learning
- 1.3: Leadership of change
- 1.4: Leadership and management of staff
- 2.2: Curriculum
- 2.3: Learning teaching and assessment
- 2.4: Personalised support
- 2.6: Transitions
- 3.2: Securing children's progress

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

RATIONALE: It has been three years since the publication of 'Realising the Ambition: Being Me'. Much has happened in that time including the introduction of 1140 hours, the COVID-19 pandemic and changes in staffing. With further changes to staffing in August 2023, there would be value in revisiting the national practice guidance and taking a fresh look at learning spaces, experiences and interactions in Cathedral Nursery Class to ensure they are of the highest quality. Given that the recently developed whole-school overarching pedagogy draws on early years research and uses key terminology from 'Realising the Ambition', this priority also opens up the perfect opportunity to establish truly connected, seamless and progressive approaches to learning, teaching and assessment from Nursery – Primary 7.

OUTCOMES: See below

EXPECTED IMPACT: See below

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

Cathedral Nursery Class, like most NLC nurseries, faced unprecedented staffing challenges during the 2023/24 session. This inhibited this year's improvement priority around early years pedagogy being driven forward and fully realised. This priority has, therefore, been carried forward into the 2024/25 session. A fresh team, comprising existing and new practitioners, will be in place for August 2024 and there is now the opportunity to look to the future with optimism and renewed vision.

Despite these challenges, nursery practitioners did begin to engage with the self-evaluation document 'How good is our play for learning?' and took a fresh look at learning spaces, experiences and interactions within Cathedral Nursery Class. This led to a rezoning of the playroom and improved learning spaces to engage and support our learners. With further changes to staffing in August 2024, several who will be new to early years, there will be value in revisiting the national practice guidance, 'Realising the Ambition: Being Me', and further auditing and evaluating learning spaces, experiences and interactions to ensure they are of the highest quality.

Given that Cathedral's whole-school overarching pedagogy draws on early years research and uses key terminology from 'Realising the Ambition', the carried-forward improvement priority also opens up the perfect opportunity to establish truly connected, seamless and progressive approaches to learning, teaching and assessment from Nursery – Primary 7. To this end, one of the school's Principal Teacher's remits will span Early Level and facilitate professional collaboration between nursery practitioners and Primary 1 teaching staff.

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

- Build and establish a fresh nursery team with a shared commitment and the collective capacity to fully implement Cathedral's overarching pedagogy.

Section 4: Key strengths/successes linked to Quality Indicators

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

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

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: 1, 2, 3, 5		
NIF Driver: 1, 2, 3, 4, 5, 6		
UNCRC: 28, 29		
RECR (if appropriate): 3		
Linked SIP/PEF Priority (if applicable): 1, 2		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none"> The school's Vision, Values and Aims, developed by all stakeholders, reflect the context of the school, inform and shape our curriculum and steer the day-to-day life and work of Cathedral Primary. Almost all pupils across all stages know and are able to talk about our 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. All staff have the highest aspirations and expectations for all learners and, in turn, almost all Cathedral pupils have equally high ambitions for themselves and their school. All teaching staff view teaching as their vocation and draw on their Catholic faith to promote equality and social justice for pupils and their families. The Head Teacher and Leadership have a clear, ambitious, strategic vision for the school and ensure each and every change is focused on improving outcomes for learners and is sustainable in the long-term. Robust self-evaluation and quality assurance ensure all staff are clear about the school's strengths and areas for development. This is shared in meaningful ways with pupils and parents/carers. All teaching staff are a member of a PLC and engage collegiately with educational research to improve learning and teaching. There is a collective commitment to ongoing change and improvement, informed by <i>Collaborative Action Research</i>. The Head Teacher has developed a culture which facilitates well-informed creativity and innovation. This creates a professional learning environment in which all staff have opportunities to share and move around ideas and learn from one another's pedagogical practice. Smart School Council, led by our House Captains, gives all learners a voice and the opportunity to play an active role in leading change and improvement within our school community. The school is committed to being outward looking, with strategic opportunities for staff 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. Two of the school's Pedagogy Leads are currently supporting changes to pedagogy in a school out with the local authority. 		

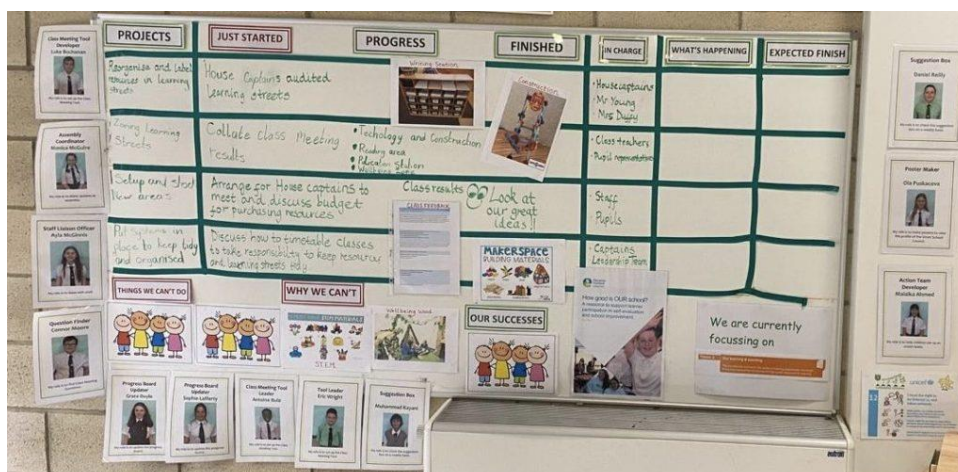
- Robust and effective strategies, involving all stakeholders, are in place to monitor and evaluate the impact of change on outcomes for learners. This includes the impact of our use of Pupil Equity Fund.

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

- Values stickers are used across all classes, supporting pupils to demonstrate **love, connection, perseverance** and **growth** in their attitude, work, words and actions.
- Assembly PowerPoints show Cathedral's Vision, Values and Aims are integral to the ongoing life and work of the school.
- Website newsfeed, maintained by HT, showcases Cathedral's high aspirations and strong sense of community.
- Day-to-day learning walks confirm high standards and aspirations across all classrooms.
- The school's *Learning, Teaching & Assessment Framework* summarises the high shared professional standards of Cathedral teaching staff.
- High staff attendance at parish events, sacramental liturgies and opportunities for personal spiritual development demonstrates commitment of staff to the Catholic ethos of the school and their vocation as Catholic teachers.
- Content of collegiate meetings following appointment of new HT (September 2020) set out clear sense of direction and strategic long-term vision for school.
- 2020/21 – 2024/25 School Improvement Plans link back to strategic vision set out by new HT in Sep 2020 and ensure change is developed and embedded over appropriate timescales.
- Improvement timeline summarises foundational areas of improvement following appointment of new HT in order to secure a strong base for future development work.
- All SIP priorities clearly reflect and take forward the Vision, Values and Aims of the school.
- Quality Assurance/Self-evaluation calendar links directly to the current SIP and has a clear focus on improving outcomes for learners.
- The school's four PLCs provide an open and supportive forum in which teaching staff can share and move around good practice to improve outcomes for learners.
- Smart School Council action board, logbook and improvement timeline demonstrates direct involvement of learners in driving forward change and improvement.
- 'Looking outwards' overview summarises opportunities for Cathedral staff to engage in learning visits to other establishments and other schools to visit Cathedral.
- Most parents and carers say the school takes their views into account when making changes.
- Almost all parents and carers say the school is well-led and managed.
- Almost all parents and carers say they would recommend the school to others.

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.
- Further develop increased opportunities for staff to engage collegiately in critical and creative thinking around learning and teaching and SIP priorities.
- Continue to provide opportunities for staff to visit other schools.
- Continue to integrate sustainable approaches to practitioner enquiry into school improvement to provide evidence of impact of change.
- Train 2024/25 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
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: 3, 5			
NIF Driver: 2, 4			
UNCRC: 28, 29			
RECR (if appropriate): 2			
Linked SIP/PEF Priority (if applicable): 1, 2, 3			
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 and this creates a calm, purposeful climate in all classrooms. Almost all children are highly engaged, motivated learners, who take responsibility for their own learning. • The school's <i>Active8</i> approach allows all pupils to lead their own learning and maximises engagement, challenge and personalisation and choice. Across most classes, almost all learning experiences are enjoyable, engaging and appropriately matched to learners' needs and interests. • Almost all pupils understand the purpose of their learning activities and can talk confidently about the skills they are using and developing. • Integral to the school's <i>Active8</i> approach, all pupils are trained to freely access a range of resources within their classroom and learning street to facilitate and support their learning, including digital technology; this develops responsibility and independence in learners across all stages. • Teachers and pupils across all stages regularly co-design classroom and learning street areas, ensuring spaces are organic and ever-evolving to support and enrich current learning. • Supported by the school's bespoke Outdoor Learning programme, all pupils regularly utilise the outdoors for learning, as well as community spaces. All pupils travel further afield at least once a year to extend and inspire their learning. • The school's <i>Learning, Teaching and Assessment Framework</i> builds the capacity of all teaching staff and ensures consistency in approaches and standards across the school. • The school's overarching pedagogy ensures an appropriate balance of <i>adult-led</i>, <i>adult-initiated</i> and <i>child-led</i> learning, with almost daily opportunities for individual, partner, group and whole-class learning. • Teachers' explanations and instructions are almost always clear and almost all pupils' learning is supported through effective questioning. • The school's bespoke skills-mats integrate and embed skills for life, learning and work (including higher order thinking and meta skills) into day-to-day learning across all stages; this supports almost all pupils to identify and articulate the skills they are using and developing through their learning activities. • All staff observe pupils closely during learning and use these observations to adapt teaching input and provide appropriate intervention. This timeous support or challenge ensures the needs of all pupils are appropriately met. • The school's marking system, which includes self and peer assessment, ensures all learners receive high-quality feedback and are clear about their strengths and next steps in their learning. • All Primary 4 – 7 teachers and pupils regularly co-construct learning experiences ('Explore & Extend') to extend and apply recent learning. • The school's assessment policy and framework ensures assessment is integral to day-to-day learning and teaching ("normal work in normal places") and is meaningful to learners and manageable for teachers. • The school's progression pathways support all staff to effectively plan, assess, track and report on pupils' progress and attainment across all curriculum areas. • All teachers use a variety of assessment approaches to gather a range of evidence on pupils' learning; this informs professional judgements and next steps. 'Milestone Moment' stickers indicate key points in each pupil's learning journey. • Robust systems are in place to identify, plan for and support all pupils with barriers to their learning. 			

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

- Almost all parents and carers say their child enjoys being in school.
- Most parents and carers say their child finds their learning activities hard enough.
- Most parents and carers say the teacher knows their child as an individual.
- Almost all parents and carers say they are satisfied with the quality of teaching in the school.
- Day-to-day learning walks and learner conversations confirm highly engaged and motivated learners who can talk about their learning and the skills they are using.
- Scheduled classroom observations and learner conversations confirm the school's Active8 approach facilitates effective differentiation and has developed almost all pupils' ability to take responsibility for their own learning.
- Learner conversations confirm that pupils across all stages have had the opportunity to co-design learning spaces; almost all pupils can articulate how their classroom and learning street has changed and evolved to support current learning.
- Day-to-day learning walks, frequently captured on website newsfeed, confirm all pupils regularly utilise the outdoors for learning.
- Day-to-day learning walks and scheduled learning visits confirm consistent implementation of school's *Learning, Teaching & Assessment Framework* across all classrooms, including an appropriate balance of *adult-led*, *adult-initiated* and *child-led* learning.
- Skills are visible in all classrooms/learning spaces and almost all pupils can talk about the skills they are using and developing during learner conversations.
- The school's marking system is visible in all jotters across all stages and, during learner conversations, almost all pupils can talk about the feedback they have had from their teacher and how this improved their learning.
- During learner conversations, most Primary 4 – 7 pupils can talk about their involvement in co-constructing 'Explore & Extend' activities.
- Milestone Moments stickers are used consistently in all jotters across all stages and, during learner conversations, almost all pupils can talk about the learning which led up to each assessment.
- Monitoring of forward plans confirm progression pathways being used across all curricular areas for all pupils, ensuring appropriate pace and level of challenge for learners.
- Class assessment folders capture and track steps in each individual pupils' literacy and numeracy learning journeys.
- SLT – Class Teacher dialogues during Pupil Progress Meetings confirm that teachers draw on a range of evidence to reach professional judgements, as outlined on school's 'Reaching a Professional Judgement' poster.

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

- All teaching staff will collegiately engage with 'Our overarching pedagogy: policy into practice' document on a monthly basis to further improve learning spaces, experiences and interactions.
- Introduce 'Lesson Study' approach to facilitate collegiate approach to improving classroom practice.
- Further develop capacity of staff at all levels to analyse data, including standardised assessments, to improve outcomes for learners.
- Fully embed school's bespoke Outdoor Learning programme across all stages.



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
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority: 2		
NIF Driver: 3, 4		
UNCRC: 12, 14, 19, 31, 33, 34		
RECR (if appropriate): 3, 6		
Linked SIP/PEF Priority (if applicable):		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none"> All staff play an active role in maintaining Cathedral's nurturing and inclusive ethos, rooted in our shared values of Love, Connection, Perseverance and Growth; this promotes a climate in which almost all children and adults feel valued, happy, safe and secure. Standards of behaviour are high and almost all relationships across the school are positive and mutually respectful. All pupils and staff have a shared understanding of wellbeing, based on the eight wellbeing indicators. Almost all pupils are confident in using the wellbeing indicators to talk about and evaluate their own progress in health and wellbeing. Parents and carers are supported to talk to their child about their wellbeing. Our <i>Universal – Additional – Intensive</i> framework for supporting learners' health and wellbeing ensures pupils who self-refer or are referred by their class teacher have timeous access to a range of support and interventions. The UNC Rights of the Child are displayed strategically around the school building. Articles are regularly referenced and explored in class and at assembly and there are direct links to activities within our bespoke <i>Rose Trainer Achievement Award</i>. Almost all learners are able talk about their rights and responsibilities. A progressive whole-school programme ensures all pupils have the opportunity to explore all aspects of health and wellbeing during the course of each year. Progressive opportunities for pupils to explore diversity, inclusion and equality are built into curriculum pathways. 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 its third Sports Scotland Gold Award. Delivered by staff and partners, <i>Come Clubbing @ Cathedral</i> offers all pupils a wide range of lunchtime and after-school clubs. Participation is monitored and tracked to ensure opportunities for all, particularly our most disadvantaged young people. Cathedral Primary complies and actively engages with statutory requirements and codes of practice/procedures, particularly those around Child Protection and safeguarding. Guidance is kept up-to-date and staff undertake regular professional learning. Robust systems are in place to identify and plan for children requiring additional support or facing specific barriers to their learning. Staff involve pupils and parents in developing personalised, measurable targets. We are proud that bullying incidents are very rare within our school community. Primary 4 – 7 pupils are aware of the protected characteristics in the Equality Act (2010) and are trained to challenge discrimination if it ever occurs. Pupil attendance is above the local authority and national averages. Robust systems are in place for monitoring attendance and following-up on pupils causing concern. Our inclusive, nurturing ethos has resulted in zero exclusions in recent years. 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 through regular work with charities and Smart School Council initiatives. 		
How do you know? What evidence do you have of positive impact on learners?		
<ul style="list-style-type: none"> Almost all parents and carers say their child feels safe in school. Most parents and carers say staff treat their child fairly and with respect. Almost all parents and carers say the school helps their child to be more confident. Most parents and carers say their child is encouraged to be healthy and take regular exercise. Most parents and carers say the school supports their child's emotional wellbeing. 0% of pupils on current school roll have been excluded from school. 		

- Values stickers are used across all classes, supporting pupils to demonstrate **Love, Connection, Perseverance** and **Growth** in their attitude, work, words and actions.
- 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.
- UNC Rights of the Child are visible around the school and in assembly presentations and, during learner conversations, almost all pupils can talk about their rights and responsibilities.
- Individual pupil Health & Wellbeing wheels confirm all learners across all stages have regular opportunities to reflect on their health & wellbeing using the wellbeing indicators and, if necessary, refer themselves for additional support.
- Forward plans show comprehensive coverage of all aspects of Health & Wellbeing across all stages.
- Baseline and follow-up assessments evidence impact of intensive health & wellbeing support.
- ‘Come Clubbing @ Cathedral’ records show range of clubs offered by school and demonstrate that the school is proactive in ensuring opportunities for all (e.g. girls involved in Friday Football; monitoring of pupils living in Quintile 1).
- Cathedral’s third Sports Scotland Gold Award evidences wide range of sporting opportunities for Cathedral pupils.
- Positive impact of school’s anti-bullying materials (policy, leaflet, ‘drills’, posters) are evidenced in day-to-day observations, parent and pupil questionnaires, learner conversations and low instances of bullying behaviour recorded in SEEMIS.
- SCES equalities resources are built into progression pathways to ensure age-appropriate input across all stages.
- Attendance is above the local authority and national averages and ongoing records of action/intervention evidence the school’s proactive approach to supporting high attendance for all learners.
- Equality statement in school’s DYW programme supports staff to challenge and address gender stereotypes in relation to the world of work.
- Black History Month library display is one example of Cathedral’s proactive approach to celebrating diversity.

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

- Through additional staffing, develop role of A Team in delivering targeted health & wellbeing support.
- Further embed UNCRC articles through achieving Rights Respecting Schools Silver Award.
- Continue to collect and analyse data on participation and engagement to identify and address gaps.
- Through ‘Smart School Council’ have whole-school focus on promoting positive mental health during 2024/25 session. Capture in revisions to curriculum pathways and in new 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: 3, 5			
NIF Driver: 4, 6			
UNCR: 28, 29			
RECR (if appropriate): 2			
Linked SIP/PEF Priority (if applicable): 1; additional 'A Team' staff funded through PEF.			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> • Overall, children's attainment in literacy and English and numeracy and mathematics is very good. Most learners are attaining appropriate CfE levels in Reading, Writing, Listening & Talking and Numeracy, and a few children at each stage are exceeding these. • The school has a relentless focus on delivering a strong universal offer in literacy and numeracy. This leads to high attainment overall and ensures targeted support is focused on specific gaps in learning. • Teachers draw on a range of evidence to reach confident professional judgements on the current attainment and progress of each learner. All teaching staff have engaged in moderation of writing at both school level and with other establishments. • Robust tracking systems, with tri-annual Pupil Progress Meetings in stage groups, ensure continuous progress for all learners. A range of attainment data is gathered and analysed at classroom, stage and whole-school level and this informs next steps for learners, including differentiated support within the classroom and targeted intervention from the 'A Team.' • The school has a clear, strategic, and evidence-based rationale for the use of its Pupil Equity Fund and is successfully closing the poverty-related attainment gap. • All children who receive additional support from the school's 'A Team' make good progress from prior levels of attainment towards their own targets. • The school has over four years of robust data on children's attainment in literacy and numeracy and has a clear narrative for each cohort of learners of attainment over time. Senior leaders can demonstrate that attainment has risen over time. • Current data is used to project minimum attainment for each cohort of learners over the next three years; this safeguards the school from inadvertent dips in attainment. Aspirational, but realistic, stretch aims are also in place. • All pupils have the opportunity to develop a range of skills and attributes through the wide range of activities and experiences offered by Cathedral Primary. These opportunities include a range of clubs, Smart School Council, educational trips, participating in initiatives within the parish and local community and a P7 residential excursion. Participation is monitored and tracked to ensure opportunities for all, particularly our most disadvantaged young people. • The school's bespoke 'Rose Trainer Achievement Award' provides a progressive framework for pupils to demonstrate themselves as successful learners, confident individuals, effective contributors and responsible citizens at home, at school and within the local and global community. All pupils actively engage with the award. • 'Smart School Council' gives every pupil a voice and, under the leadership of the twelve House Captains, helps drive forward change and improvement in Cathedral Primary. • The school's bespoke skills-mats support almost all pupils to identify and articulate the skills they are using and developing through their various opportunities and experiences. • All staff have a very good understanding of the school's socio-economic context and know children and their families well. They have high ambitions and aspirations 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 and work of the school. 			
How do you know? What evidence do you have of positive impact on learners?			
<ul style="list-style-type: none"> • Cathedral's ACEL and projected attainment data exceeds West Partnership June 2023 targets of 78% of P1, 4 and 7 pupils achieving expected levels in literacy and 85% in numeracy and compares favourably against comparator schools. 			

- There is visible evidence (e.g. forward plans, assessment folders, standardised assessments, records of moderation, summative assessments) that all elements of the school's 'Supporting teacher professional judgement' poster are happening in reality.
- Robust tracking systems show the school has raised attainment over time for all cohorts of learners.
- Individual pupil tracking system shows almost all pupils making progress from their prior levels of attainment.
- School's projected attainment targets and stretch aims show that attainment in literacy and numeracy is set to be maintained or rise across all cohorts in both literacy and numeracy.
- Attainment gaps overview shows the school is being successful in closing poverty-related attainment gaps.
- Individual pupil records show all pupils who receive support from the school's 'A Team' make good progress from prior levels of attainment towards their own targets.
- 'Come Clubbing @ Cathedral' records show range of clubs offered by school and demonstrate that the school is proactive in ensuring opportunities for all (e.g. girls involved in Friday Football; monitoring of pupils living in Quintile 1).
- Individual class wider achievement records show all pupils have engaged in wider achievement opportunities either in or out with school.
- Individual 'Rose Trainer Achievement Award' pupil record cards confirm all pupils engage with the award and take responsibility for recording their wider achievements.
- Smart School Council action board, logbook and improvement timeline demonstrates direct involvement of learners in driving forward change and improvement.
- Senior Leaders can give practical examples of school's poverty proofing policy in action to support Cathedral families (e.g. discreetly providing First Communion dresses to families; subsidising or funding in full P7 residential for identified pupils).

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

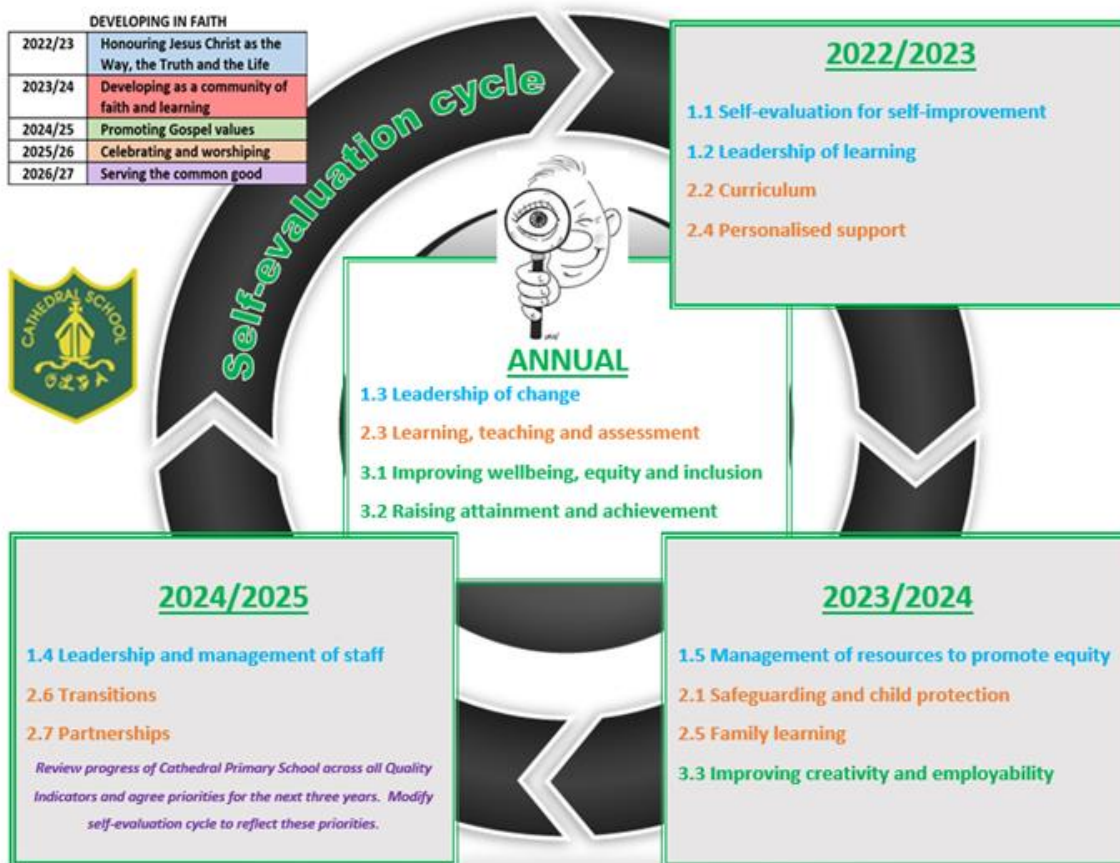
- Meet or exceed school's projected June 2025 attainment targets across all stages.
- Continue to identify, address and close poverty-related attainment gaps across all stages.
- Continue to deliver on-going programme of literacy and numeracy family learning to build the capacity of parents and carers to support their child's learning at home.
- Continue to engage with opportunities for moderation of standards at school, cluster and regional collaborative level.

Section 5: NIF Quality Indicators: Summary (Submission June 2024)

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	



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 Priority: To ensure equity for all learners and understand the attainment within Numeracy.

School Priority 1: Further secure high learner engagement and attainment by fully implementing and embedding Cathedral's overarching pedagogy.

School Priority 2: Improve the quality and increase the impact of Religious Education RC across all stages through a systematic and active review of the ten characteristics in the Charter for Catholic Schools in Scotland.

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

Nursery Class Priority: Improve outcomes across the curriculum for all learners by building and establishing a fresh nursery team with a shared commitment and the collective capacity to fully implement Cathedral's overarching pedagogy.

Appendix 2

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, <u>survival</u> and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, <u>belief</u> and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: <u>Personalised</u> support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, <u>equality</u> and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and <u>wellbeing</u> ; 3. Closing the attainment gap between the most and least disadvantaged children and young <u>people</u> ; 4. Improvement in skills and sustained, positive school leaver destinations for all young people

Article 19 - protection from violence, <u>abuse</u> and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, <u>sale</u> and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	<p>PEF INTERVENTIONS</p> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a <u>high quality</u> learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact	5. Improvement in attainment, particularly in literacy and numeracy. <p>NIF Drivers</p> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
	<p>Education and Families Priorities</p> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	

Developing In Faith

Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.

