



Everyone's proud to be part of the Cathedral family! Staff have the highest aspirations and expectations for all learners and, in turn, Cathedral pupils have equally high ambitions for themselves and their school



There was a clear rationale for the significant changes which took place during the 2020/21 and 2021/22 sessions and, although implemented over a relatively short period of time, staff shared a collective commitment and responsibility for improving outcomes for learners.



All members of our school community were involved in the creation of our Vision, Values and Aims in October 2020. These were reviewed in November 2023 to ensure they still reflect Cathedral's context and needs.



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.



Our *Learning, Teaching & Assessment Framework* sets out the high professional standards shared by all Cathedral teachers.

The Head Teacher and Leadership Team 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.

1.3 Leadership of change



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 aspirations amongst pupils, staff 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 practitioner enquiry.



Smart School Council, led by our House Captains, gives every learner a voice and the opportunity to play an active role in leading change and improvement within our school community.



Creativity and innovation are encouraged and harnessed and, together, we maintain a professional learning environment in which staff can share and move around ideas and learn from one another's pedagogical practice.



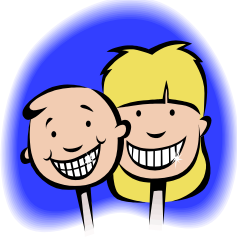
Changes and improvements (e.g. new teaching approaches or resources) are continually monitored, evaluated, adapted and fine-tuned over time to ensure they meet Cathedral's needs and maximise improvements in outcomes for our learners.



All Parent Council meetings include a focus on a HGIOS?4 Quality Indicator, recent self-evaluation and current improvement priorities.



Ongoing 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.



Cathedral pupils are highly engaged and enthusiastic learners, who take responsibility for their own learning.



Our Active8 approach allows pupils to lead their own learning and maximises engagement, challenge and personalisation and choice.



All teaching staff are a member of a PLC and engage collegiately with educational research to improve learning and teaching. Practitioner enquiry informs ongoing change and improvement.



Our Learning, Teaching & Assessment Framework builds the capacity of all teaching staff and ensures consistency in approaches and standards across the school.



Our overarching pedagogy ensures an appropriate balance of *adult-led*, *adult-initiated* and *child-led* learning.



Our bespoke *Rose Trainer Achievement Award* captures learners' achievements in and out of school, including leadership roles.



We regularly utilise the outdoors for learning, as well as local community spaces. We travel further afield at least once a year to extend and inspire our learning.



Pupils are equipped with the language of learning. They can articulate their strengths and next steps and give effective feedback to their peers.

2.3 Learning, teaching & assessment



Assessment is integral to day-to-day learning and teaching ("normal work in normal places") ensuring it is meaningful to learners and manageable for teachers.



The school's marking system ensures learners receive high-quality feedback and are clear about their strengths and next steps.



Smart School Council, led by our House Captains, gives every learner a voice and the opportunity to play an active role in the school community.



A range of data is gathered and analysed at classroom, stage and whole-school level to track and monitor the progress of learners. This informs professional judgements and next steps.



Planning, using our curriculum progression pathways and bespoke daily planners, clearly identifies what is to be learned and assessed.



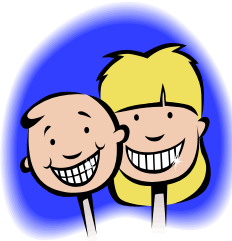
Class assessment folders capture small steps in each pupil's literacy and numeracy learning journeys and inform next steps.



Teachers gather a range of assessment evidence. 'Milestone Moment' stickers indicate key points in each pupil's learning journey.



Our skills mats integrate and embed *skills for life, learning and work* (including meta-skills) into day-to-day learning across all Four Contexts for Learning.



Our nurturing and inclusive ethos, rooted in our shared values of **Love, Connection, Perseverance** and **Growth**, promotes a climate where children and adults feel valued included, happy, safe and secure.

We have a *Universal – Additional – Intensive* framework for supporting our learners' health and wellbeing, with a range of support and interventions available to pupils who self-refer or are referred by their class teacher.



Pupils, staff and parents/carers have a shared understanding of wellbeing, based on the eight GIRFEC wellbeing indicators. Parents and carers are supported to talk to their child about their wellbeing.



Each month, individual pupils complete their wellbeing wheel for a particular indicator. This allows them to reflect on and assess their own health and wellbeing and also gives them the opportunity to self-refer and access additional support/intervention.

A progressive whole-school Health and Wellbeing programme, built around the wellbeing indicators, is in place. 'God's Loving Plan' is used for the teaching of Relationships, Sexual Health & Parenthood.



Smart School Council, led by our House Captains, gives every learner a voice and the opportunity to play an active role in the school community.

3.1 Ensuring wellbeing, equality and inclusion



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.

A progressive P1 – 7 Physical Education programme is in place, ensuring children receive two hours of quality taught PE per week.



Pupil attendance is above the local authority and national averages and our inclusive, nurturing ethos has resulted in zero exclusions in recent years.



We comply and actively engage with legislation, statutory requirements and codes of practice. Guidance is kept up-to-date and staff undertake regular professional learning.



The school's 'A Team' delivers a range of targeted interventions. This ensures we raise the attainment of all learners, including our most disadvantaged pupils and those facing barriers to their learning.



Progressive opportunities for pupils to explore diversity, inclusion and equality are built into curriculum pathways. We celebrate diversity including the different faiths, languages and cultures within our school community and build relationships with our Firpark and Clydeview friends through *Campus Connections*.



The UNC Rights of the Child are displayed strategically around the school building and in classrooms. The articles are regularly referenced and explored in class and at assembly and there are direct links to various activities in the school's bespoke 'Rose Trainer Achievement Award'.



Most learners (80% + across all stages) are attaining appropriate levels and a few children across each stage are exceeding these.



Delivered by staff and partners, *Come Clubbing @ Cathedral* offers a wide range of lunchtime and after-school clubs during the course of the year. Participation is monitored and tracked to ensure opportunities for all, particularly our most disadvantaged young people.



Pupils are equipped with the language of learning and are actively involved in decision-making about how to extend and apply their recent learning. 'Milestone Moment' stickers indicate key points in each pupil's learning journey.

We have a relentless focus on delivering a strong universal offer in Literacy and Numeracy; this leads to high levels of attainment.



Pupil attendance is above the local authority and national averages and our inclusive, nurturing ethos has resulted in zero exclusions in recent years.



Our bespoke *Rose Trainer Achievement Award* captures learners' achievements in and out of school, including opportunities for leadership roles.

The school's marking system ensures learners receive high-quality feedback and are clear about their strengths and next steps.

3.2 Raising attainment and achievement



A range of data is gathered and analysed at classroom, stage and whole-school level to track and monitor the progress of learners. This informs next steps, including differentiated support within the classroom and targeted intervention from the 'A Team'.



The school's 'A Team' delivers a range of targeted interventions. This ensures we raise the attainment of all learners, including our most disadvantaged pupils, no matter the barriers to their learning.



Teachers draw on a range of evidence to reach confident professional judgements on the current attainment and progress of each learner.



Robust tracking systems, with tri-annual Pupil Progress Meetings in stage groups, ensure continuous progress for all learners.



Class assessment folders capture small steps in each pupil's literacy and numeracy learning journeys and inform next steps.



Current data, drawn from tri-annual tracking meetings, is used to project attainment over the next three years. Aspirational, but realistic, stretch aims are also in place.



Our skills mats integrate and embed *skills for life, learning and work* (including meta-skills) into day-to-day classroom learning as well as wider achievements.



Cathedral staff have the highest aspirations and expectations for all learners and, in turn, Cathedral pupils have equally high ambitions for their own learning.



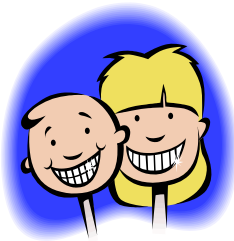
Our Active8 approach allows pupils to lead their own learning across the curriculum and facilitates effective differentiation of teaching input, learning activities and resources to ensure appropriate pace and challenge for all learners.



Pupils are equipped with the language of learning and have frequent opportunities to discuss their learning with their class teacher. They are actively involved in decision-making about how to extend and apply their recent learning.



We have a relentless focus on delivering a strong universal offer in Literacy and Numeracy; this leads to high levels of attainment.



Cathedral provides an inclusive learning environment and is proactive in minimising and removing barriers to learning, whether relating to poverty, disability, health issues or social and emotional needs.

2.4 Personalised support



Ongoing assessment ensures learners' needs are identified early and appropriate support (additional support and additional challenge) put in place timeously.



The school's marking system ensures learners receive high-quality feedback and are clear about their strengths and next steps. Learners take responsibility for ensuring next steps are actioned.



Targeted support from the school's Attainment Team is responsive, timeous, proportionate and carefully monitored to ensure positive outcomes for learners.



We work effectively with a range of partners, including Educational Psychology and the EAL teacher, to support us in meeting the needs of all learners.



GIRFME plans are in place for all children identified as requiring specific additional support; pupils and parents are fully involved in decisions about learning and support.

targeted support 

Targeted support and intervention builds on, and works in tandem with, a strong universal offer.



Cathedral's child protection & safeguarding policy is regularly reviewed and updated and currently reflects the National Guidance for Child Protection 2021 (updated 2023)



All staff participate in local authority child protection training at least once a year and are confident in knowing how to respond appropriately to a child protection or safeguarding concern. This training includes emerging issues such as radicalisation (PREVENT).



The Head Teacher and Depute Head Teacher receive additional child protection training from the local authority, ensuring sound knowledge and understanding and enabling them to act as models of best practice.



The Seemis wellbeing app is used to store child protection and safeguarding records. Our systems comply with current legislation, statutory requirements and codes of practice and records are maintained to the highest standards.



Cathedral's nurturing and inclusive ethos, rooted in our shared values of **Love, Connection, Perseverance** and **Growth**, promotes positive child – adult relationships and all learners have access to a key adult who they can talk to. Pupils also know who they can speak to if they are unhappy or concerned about something that is happening in the school.



A child protection & safeguarding leaflet, containing vital information for parents, partners and visitors, is provided upon arrival at the school office and there is a dedicated child protection page on the school website. Posters providing information on Cathedral's child protection co-ordinator are displayed at entrances and throughout the building.



Pupils, staff and parents/carers have a shared understanding of wellbeing, based on the eight GIRFEC wellbeing indicators. Each month, pupils reflect on and assess their own health and wellbeing and have the opportunity to self-refer to access additional support/intervention.

2.1 Safeguarding & child protection



We have robust systems to monitor pupil attendance. Unexplained, regular or long-term absences are followed-up timeously and appropriate support/interventions put in place.



Progressive opportunities for pupils to explore diversity, inclusion and equality are built into curriculum pathways. We celebrate diversity including the different faiths, languages and cultures within our school community and build relationships with our Firpark and Clydeview friends through *Campus Connections*.



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.



A progressive whole-school Health and Wellbeing programme, built around the wellbeing indicators, is in place.

'God's Loving Plan' is used for the teaching of Relationships, Sexual Health & Parenthood.



We know our children and families well and work hard to maintain a culture of trust, positive engagement and open dialogue. This allows us to effectively support our young people following a safeguarding or child protection concern.





All members of our school community were involved in the creation of our Vision, Values and Aims in October 2020. These were reviewed in November 2023 to ensure they still reflect Cathedral's context and needs.



All members of our school community understand that the purpose of Cathedral's curriculum is to take every pupil on an exciting **learning journey** where each turn in the road reveals something new to experience and learn.



We have a relentless focus on delivering a strong universal offer in Literacy and Numeracy; this leads to high levels of attainment.



All stakeholders contributed to the rationale and design of our curriculum in March 2021 and this reflects the unique context of Cathedral Primary School. Our curriculum is regularly reviewed and refreshed.



Our Curriculum Overview helps ensure all learners receive their full entitlement to a Broad General Education as well as Cathedral's 'essential experiences'.



Cathedral Primary works with a range of partners to deliver our curriculum in creative and innovative ways. This includes parents, Cathedral parish, Active Schools, our 'Friday football' coach, local businesses and the peripatetic music tutors.



2.2 Curriculum



Our bespoke *Rose Trainer Achievement Award*, built around the four capacities and UNCRC, captures learners' achievements in and out of school and supports cross-cutting themes including enterprise, creativity and sustainability.

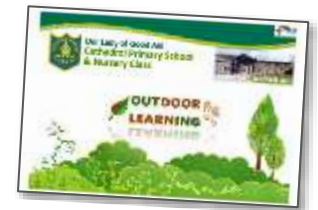
A carefully developed whole-school DYW programme ensures pupils have regular opportunities to develop an understanding of the world of work.



Our skills mats integrate and embed *skills for life, learning and work* (including meta-skills) into day-to-day classroom learning as well as wider achievements.



Our Active8 approach allows pupils to lead their own learning across the curriculum and maximises engagement, challenge and personalisation and choice.



Our bespoke Outdoor Learning programme taps into Cathedral's unique context, location and setting and supports regular, progressive experiences for all pupils.



Progression pathways for all areas of the curriculum ensure appropriate pace and progression and increasing levels of challenge as pupils develop skills for learning, life and work.



Our overarching pedagogy ensures Cathedral's curriculum is delivered through an appropriate balance of *adult-led, adult-initiated* and *child-led* learning.