



## Our Lady of Good Aid Cathedral Primary School & Nursery Class

*Driving Equity and Excellence*

### Improvement Report

**Session 2024-25**

<b>School:</b>	Our Lady of Good Aid Cathedral Primary School & Nursery Class
<b>Cluster:</b>	Our Lady's High School, Motherwell
<b>Head Teacher:</b>	Mr 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. 43% 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 'Campus Connections' programme provides regular opportunities for pupils from each school to come together, build friendships and engage in meaningful learning experiences.

The staffing for 2024/25 is 25.96, but this has been increased by 3.0 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 94.71% 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 94.71%, which exceeds both the local authority and the national average.

Number of exclusions over past four years: 0

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

Learners, along with their parents and carers, participated in a school improvement workshop on Wednesday 23rd April. There was the opportunity to reflect on the 2024/25 improvement priorities and think about how successful Cathedral learners, staff and parents/carers have been in taking them forward. 70% of participants graded our success as 'excellent' and 30% as 'very good'.

Learners and parents then had the opportunity to discuss how Cathedral uses its Pupil Equity Fund. There was unanimous agreement that using the majority of the money to fund additional staff for our 'Attainment Team' should continue.

Finally, learners and parents looked ahead to our 2025/26 Annual Improvement Plan which, like this year's plan, will have a dual focus on *how* we learn and teach and *what* we learn and teach.

The information generated through this workshop was shared via the website and school app with the wider parent body and translated into a pupil-friendly School Improvement Plan poster.

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

### 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.***

### **October Update**

Almost all of Cathedral's Pupil Equity Fund allocation has been used to fund the school's Attainment Team this session. Support currently being offered is outlined below.

#### **P7 Attainment Team Support (75 P7 Pupils)**

P7 Amber Writing support – 18/75 (24%). 13/18 are SIMD 1 and 2 (72%)

P7 Amber Numeracy support – 14/75 (18.7%) 11/14 are SIMD 1 and 2 (78.6%)

RWI Fresh Start – 9/75 (12%). 6/9 are SIMD 1 and 2 (66.7%)

#### **P6 Attainment Team Support (76 P6 Pupils)**

P6 Amber Writing – 15/76 (13.2%). 6/15 are SIMD 1 and 2 (40%)

P6 Amber Numeracy – 18/76 (23.7%). 8/18 are SIMD 1 and 2 (44.4%)

RWI Fresh Start - 3/76 (3.9%). 0 are SIMD 1 and 2.

P6 Red Numeracy – 8/76 (10.5%). 5/8 are SIMD 1 and 2 (62.5%)

#### **P5 Attainment Team Support (90 P5 Pupils)**

P5 Amber Writing – 13/90 (14.4%). 6/13 (46.2%) are SIMD 1 and 2.

P5 Amber Numeracy - James – Not PEF

P5 Red SEAL Numeracy – 12/90 (13.3%). 10/12 (83.3%) are SIMD 1 and 2

RWI Fresh Start - 12/90 (13.3%). 9/12 (75%) are SIMD 1 and 2

#### **P4 Attainment Team Support (63 P4 Pupils)**

P4 Amber Numeracy 10/63 (15.9%) 5/10 (50%) are SIMD 1 and 2

P4 Amber Writing 8/63 (12.7%) 5/8 (62.5%) are SIMD 1 and 2

RWI Fresh Start 20/63 (31.7%) 9/20 (45%) are SIMD 1 and 2

#### **P3 Attainment Team Support (83 P3 Pupils)**

P3 RWI Phonics Support 14/83 (16.9%). 10/14 (71.4%) are SIMD 1 and 2

P3 Red Writing Group 9/83 (10.8%). 8/9 (88.9%) are SIMD 1 and 2

#### **P2 Attainment Team Support (72 P2 Pupils)**

P2 Amber Literacy 12/72 (16.7%). 9/12 (75%) are SIMD 1 and 2

P2 Amber Numeracy 5/72 (6.9%). 2/5 (40%) are SIMD 1 and 2

P2 Red SEAL Numeracy 6/72 (8.3%). 5/6 (83.3%) are SIMD 1 and 2

SEAL Numeracy was introduced in P7, P6, P5 and P2 for 'red' pupils. Staff undertook training, organised resources and carried out assessments. This has proved very beneficial as it identifies gaps in learning and allows staff to provide targeted support with specific benchmarks to achieve Early or First Level.

This year, the Attainment Team has also taken on a Health and Wellbeing focus and all children from Primary 5 to Primary 7 were assessed using the Spence Anxiety Scale.

- 10/90 of P5 pupils access the Cool Connections (CBT) Programme.
- 10/76 of P6 pupils access the Cool Connections (CBT) Programme.
- 9/75 of P7 pupils access the Cool Connections (CBT) Programme.

The Spence Anxiety Scale will be carried out at the end of the programme to measure impact.

Three pupils have benefitted from individual Health and Wellbeing Support using the 'Emotion Works' programme. This has helped with self-regulation in the playground and within class.

## **December Update**

### **Recent Successes of Attainment Team**

- After introducing SEAL diagnostic assessments and focussed teaching to address gaps in numeracy, two of our Primary 2 pupils not meeting their expected milestones have now achieved Early Level (one SIMD2).
- We are currently using Read Write Inc Fresh Start with 38 pupils to improve reading and writing, 22 of whom are SIMD 1 & 2. All pupils are making good progress. Following our recent Fresh Start assessments, 6 children were able to be taken off the programme as they had achieved a level in literacy which no longer required the intervention. All children were SIMD1 and 2.

### **Future Proofing**

We are aware of the need to 'future proof' the work of the A Team and ensure that, should PEF come to an end, the school's progress in closing the poverty-related attainment gap does not cease. To this end, as well as delivering interventions, the A Team have released teaching staff this term to build their capacity in effectively supporting literacy and numeracy difficulties. We have worked in conjunction with the SAM Group who are training children in using a variety of ICT programmes including Clicker and Immersive. The A Team has provided cover to release class teachers to engage in bespoke training, alongside their pupils, with the SAM Group staff ensure that these initiatives will carry on in classes should additional staffing no longer be there.

## **End of Session Update (June 2025)**

Cathedral continues to use its Pupil Equity Fund strategically. All spending is evidenced-based and senior leaders evaluate and track outcomes for learners, particularly the use of additional staffing to provide targeted support.

Our Attainment Team (A Team) continues to provide high quality support and challenge in Literacy, Numeracy and Health and Wellbeing for pupils, particularly those living in SIMD 1 and 2. All children who receive additional support from the Attainment Team make good progress from prior levels of attainment towards their own targets.

### **The A-Team Progress Update**

#### **Primary 4**

Total number of pupils in year group: 65

Working with the A-Team:

- Amber Numeracy: 7 pupils (10.8%) (SIMD1/2: 4) of which all 7 have moved to green.
- Amber Writing: 17 pupils (26.2%) (SIMD 1/2: 11) of which all 17 have moved to green.

#### **Primary 5**

Total number of pupils in year group: 89

Working with A-Team:

- Red Numeracy (SEAL): 12 pupils (13.5%) (SIMD1/2: 10)  
Six (50%) of the children working on SEAL Maths have achieved First Level in Numeracy.

#### **Primary 7**

Total number of pupils: 74

Working with A-Team:

- Amber Numeracy: 14 pupils (19%) (SIMD1/2 11). All 14 children have moved to green and have achieved Second Level.
- Amber Writing: 15 pupils (20.3%) (SIMD 1/2 10). All 15 pupils have moved to green and have achieved Second Level.

### **Read Write Inc. Fresh Start**

A mixed group of 12 P6/P7 pupils (9 SIMD1/2) have been working on RWI Fresh Start to improve reading, writing and spelling and have now successfully completed the programme up to Module 33. As it stands, at the moment, there will be no P7 pupils requiring RWI Fresh Start in session 2025/2026.

### **Health and Wellbeing**

Our *Universal – Additional – Intensive* framework for supporting learners' health and wellbeing ensures learners who self-refer or are referred by their class teacher have timeous access to a range of support and interventions. The impact of this is detailed below.

#### **Primary 5**

16 out of 89 (18%) have taken part in Cool Connections.

13 out of 16 (81.3%) have shown improvement in their wellbeing, based on the Spence Anxiety Scale.

#### **Primary 6**

19 out of 76 (26.3%) have taken part in Cool Connections.

16 out of 19 (84.2%) have shown improvement in their wellbeing, based on the Spence Anxiety Scale.

#### **Primary 7**

16 out of 75 (21.3%) have taken part in Cool Connections.

13 out of 16 (81.3%) have shown improvement in their wellbeing, based on the Spence Anxiety Scale.

### **TARGETED FAMILY LEARNING**

The Attainment Team have offered targeted Family Learning sessions during the course of the year.

#### **Learning Together Homework Club**

This weekly club provided parents and carers the opportunity to learn alongside their child and included input and resources for parents and carers to support their child's learning at home.

#### **Numeracy**

This workshop provided parents and carers with a variety of strategies to support their child's numeracy at home.

#### **Read Write Inc. Fresh Start**

This workshop, for parents and carers who have a child working through the *Read Write Inc. Fresh Start* programme, provided parents and carers with strategies to support their child's literacy at home. Participants also received a home activity pack.

#### **IDL Literacy and Numeracy**

This workshop provided an overview of the IDL programme and provided training to parents and carers on how to use the programme at home to support their child's literacy and numeracy.

#### **Health & Wellbeing**

This workshop provided parents and carers with an overview of our '*Cool Connections*' programme and offered advice on how its content can be used to support their child's health and wellbeing at home.

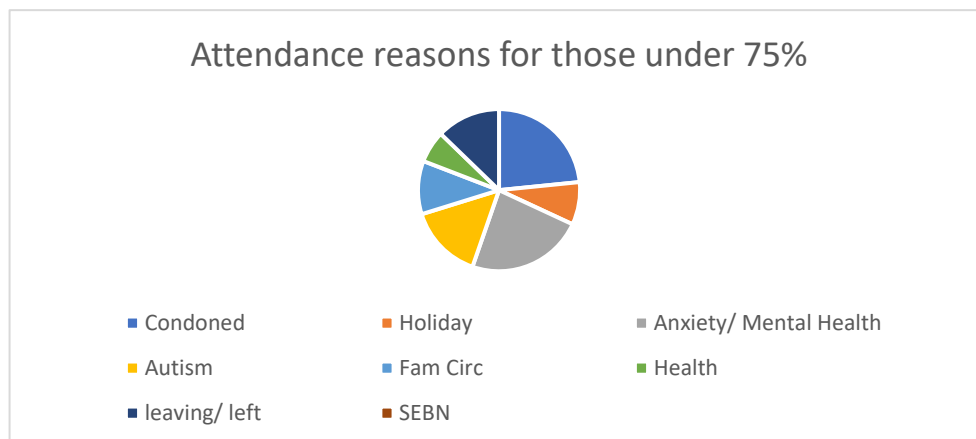


## **Section 3: Summary of Impact of Annual Improvement Plan Priorities** **(Submission June 2025)**

<b>Cluster Priority (Long Term Outcome): To ensure equity for all learners and understand the attainment within Numeracy.</b>	
<b>(Please insert the relevant information below)</b>	
<b>NIF Priority:</b> 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	<b>NIF Driver:</b> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
<b>NLC Priority:</b> 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.	<b>QI:</b> 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:	
<b>RATIONALE:</b> <p>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 Schools 86.40%, Primary 91.8%). Having analysed the data rigorously, a decision was made to improve the cluster average attendance to 93.5% which is above the NLC stretch aim for the 24-25 session.</p> <p>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 relationship building with our children and their families to better understand the reasons behind poor attendance and to put in place interventions which will support them. From rigours interrogation of ACEL numeracy data in each of the cluster establishments, it was evident that children in each cluster primary were attaining the same or better in numeracy than literacy, however in the secondary young people were consistently performing better in literacy than numeracy. This trend continued into the senior phase at level 4 and 5. We were therefore interested to determine the factors which were causing this trend and how we could intervene to ensure pupils attainment was consistently improving in numeracy throughout their time at school.</p>	
<b>OUTCOMES:</b> See below	
<b>EXPECTED IMPACT:</b> See below	
<b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)  <b>Target: Cluster attendance average to increase from 93.06% to 93.5% by May 25</b>  <p>By March overall cluster attendance has improved by 0.02% in the last year which takes it to 91.09%, falling short of the ambitious 93.5% aim.</p> <p>High school attendance at OLHS has dropped from 88.65% to 87.66% with S3 dropping the most of all year groups. In 12 months, S3 attendance dropped by 4.90%. Small gains have been made this year for S1 and S2.</p> <p>The cluster primaries have seen a rise of 0.93% to 94.01%. Each of the 3 schools has seen an improvement in attendance with St Bernadette's seeing the highest rate of +1.7%.</p>	

CIIL and DHT have worked together to analyse data – looking at attendance in a snapshot in October 24 for those under 75% and underlaying reasons for this – anxiety and Autism are the main factors here.

It should be noted that at this point, 91% of learners attended school regularly and have attendance ratings of over 75%. From a roll of 834, 51 - only 5.9% of learners had dropped to a rate of attendance below 75% by October 24. Further investigations were made into the reasons for non-attendance with the Pupil Support Team. The graph below shows the underlying reasons for non-attendance for those with 75% attendance or less:



When we look at the reasons for the high rate in absences, after condoned absences which make up 23% (11 learners), Autism combined with anxiety/ mental health is by far the main reason. For 38% (18) of the young people with under 75% attendance, this is the underlying reason for their absence. This has helped us understand some of the main reasons for nonattendance and has shaped planning - EP has offered to support the use of NATE EBSA resources with the High school and a test of change is being tried with one family by the FESA to see if these resources might help with improvement – this is ongoing. EP has also delivered training in autism to all primary staff.

Following improvements in attendance at St Bernadette's, a resource was shared with the cluster to support attendance agreements between families and schools to improve attendance and this has been effective in making such agreements with families and improving attendance.

HOPE for Autism has been commissioned with the CMHWP funding to work intensively with 24 targeted children and young people in each establishment and we await their reports which will inform our next steps in ensuring we get it right for this group. Another third sector group commissioned with this fund was Social Track who worked with 10 young people from both primaries and secondaries (P7-S2) who were targeted due to nonattendance. Attendance at the sessions was very good and enjoyment captured in voice messages. The group also served to connect children prior to their transition to high school and provided healthy exercise and risk taking opportunities.

Monthly CIIL meetings with establishments have highlighted individual cases where nonattendance is an issue -CIIL meetings with families are ongoing and deployment of FESA continues.

FESA has worked with 30 children and young people across the cluster; 19 of which remain open. 16 are in the High school. Of the high school group, 37.5% have increased attendance since FESA started to work with them. Over the cluster, 51.38% of the children working with the FESA have seen an increase in their attendance and that group have increased attendance by an average of 4.82% per child.

Attendance may also have been impacted by ongoing discussion on attendance codes for SEEMIS. These have been discussed at HTs meetings and shared. Discussions continue to improve the use of the codes in accurately reflecting attendance and the planning in place for some.

As well as the FESA supports, referrals have been made to Carers Together, FHANS and SW. Resources and articles continue to be shared with all HTs on the Teams tile.



**Target: by the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.**

All schools have now completed The Promise award – all staff have an increased knowledge of their corporate parenting responsibilities. In a recent audit of the 30 Care Experienced children and young people in the Our Lady's cluster, all 13 young people at OLHS had a plan in place on the WB app, 8 of these also had assessments in place there too. In the primaries, 12 children were Care Experienced, 6 have both an assessment and plans. In the ASN schools in the cluster there are 5 Care Experienced children 2 of whom had a plan on the WB app. Work is still required to ensure that all CE children and young people have both assessment and planning in place as per The Promise.

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

- Work will continue to ensure that all Care Experienced children and young people have both assessments and planning on the Wellbeing app.

**Priority 1 (Long Term Outcome): Further secure high learner engagement and attainment across all stages by fully implementing and embedding Cathedral's overarching pedagogy.**

(Please insert the relevant information below)

**NIF Priority:**

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

**NIF Driver:**

1. School and ELC Leadership
2. Teacher and Practitioner Professionalism
5. School and ELC Improvement

**NLC Priority:**

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
5. Improved outcomes for vulnerable groups

**QI:**

- 1.2: Leadership for learning
- 2.3: Learning teaching and assessment
- 2.4: Personalised support
- 2.5: Family learning
- 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:

**RATIONALE:**

In May 2023, Cathedral staff drew on the work of Julie Fisher (2016) to explore and articulate how the three contexts of *adult-led*, *adult-initiated* and *child-led* learning inform, shape and support high-quality learning **SPACES**, learning **EXPERIENCES** and learning **INTERACTIONS** across all stages of the school. None of these – *Spaces*, *Experiences* and *Interactions* – are free-standing or self-reliant. Rather, the three are inter-connected and co-dependent. The way in which we design and use spaces, for example, shapes and determines the type of learning experiences which take place within them; this, in turn, determines and influences the nature and the quality of interactions between pupils and their peers and between pupils and adults. To further secure high learner engagement and attainment, it is vital we prioritise time to fully implement and embed Cathedral's overarching pedagogy as set out in the support document within our *Learning, Teaching and Assessment Framework*. Building on the professional partnership work established with St Andrew's Primary, Falkirk, during the 2023/24 session and our recent work with the local authority, there is also further opportunity for Cathedral staff to support and influence system change beyond the school.

**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?)

All teaching staff demonstrate a sound working knowledge of Cathedral's overarching pedagogy document and use this on an ongoing basis to audit, evaluate and improve their practice. Focusing on one area of the school's 'overarching pedagogy' each month, teaching staff have collaborated in stage groups throughout this session to review and refine their practice. There have also been regular opportunities for teachers to share and move around ideas in their Professional Learning Communities (PLCs). This practitioner enquiry has contributed to further refinement of Cathedral's *Learning, Teaching & Assessment Framework* and led to improved learning spaces, experiences and interactions for learners across all stages.

Across all classrooms and learning streets, pupils learn through an appropriate balance of *adult-led*, *adult-initiated* and *child-led* learning experiences. All learners access the 'continuous provision' in the various areas of their learning street (e.g. Technology, Art Attack, Publication Station) and engage in truly learner-led learning, when they can access and use the available resources to take learning in a direction of their choice. Learners across all stages have ownership of learning spaces by regularly co-designing classrooms and learning streets with their teacher to stimulate, support and extend their learning.

All teachers are confident in setting up a variety of open-ended activities to stimulate, support, challenge and extend learning. Teaching staff now use a learning intention and selected skills cards to make learning visible when setting-up *adult-initiated* activities. When Primary 4 – 7 pupils engage in truly *learner-led* learning, they now use a small record card to describe the activity, what they learned and identify the skills they used.

Teachers and pupils regularly co-construct rich learning experiences (Explore & Extend), to extend, build upon and apply recent learning. Pupils across all stages have regular opportunities to engage in meaningful outdoor learning which reflects Cathedral's overarching pedagogy.

A series of Active8 family learning sessions were offered during the autumn term, increasing parents' and carers' knowledge and understanding of how children learn in Cathedral Primary. These workshops were supplemented with a new leaflet to support Cathedral parents and carers to talk to their child about their learning each day.

Cathedral Primary has continued to support improvement beyond the school. Staff and pupils visited St Andrew's Primary, Falkirk, in September to evaluate the quality of learning environments and hosted a reciprocal visit to Cathedral in November. All teaching staff from St Mary's Primary, Bo'ness, spent a day in Cathedral Primary during the month of November to learn about Active8 and the approach has now been introduced across all St Mary's classrooms.

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

- Continue to secure high learner engagement and attainment across all stages by further developing and embedding high-quality *adult-initiated* and *learner-led* learning experiences.
- Continue to integrate sustainable approaches to practitioner enquiry into school improvement to continually hone practice and provide evidence of impact of change.
- Continue to support improvement beyond Cathedral Primary and actively contribute to system change.

**Priority 2 (Long Term Outcome): 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.**

(Please insert the relevant information below)

**NIF Priority:**

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 wellbeing

**NIF Driver:**

2. Teacher and Practitioner Professionalism
3. Parent/Carer Involvement and Engagement
4. Curriculum and Assessment

<p><b>NLC Priority:</b></p> <p>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</p> <p>5. Improved outcomes for vulnerable groups</p>	<p><b>QI:</b></p> <p>1.1: Self-evaluation for self-improvement</p> <p>1.2: Leadership for learning</p> <p>2.2: Curriculum</p> <p>2.3: Learning teaching and assessment</p> <p>2.5: Family learning</p> <p>2.7: Partnerships</p> <p>3.1: Ensuring wellbeing, equality and inclusion</p>
<p><u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u></p>	
<p><b>RATIONALE:</b></p> <p>Cathedral's improvement priorities in recent years have largely been influenced by national priorities, particularly around raising attainment in literacy and numeracy, supporting children's health and wellbeing and closing the poverty-related attainment gap. This has been successful in embedding a strong universal offer in Cathedral Primary, along with a number of well-established targeted interventions. However, with thirteen years having passed since the publication of 'This is our Faith' (the Religious Education syllabus for Catholic primary schools in Scotland), there is a consensus amongst Cathedral staff and the Parent Council of the necessity to revisit the statutory area of RERC and further develop and strengthen the faith dimension of our school community.</p> <p>Before a person can share Christ with others, they must first experience Christ in their own life and, after this initial encounter, they are called to continually grow in their personal faith. This is of vital importance to those called to serve in a Catholic school. Our overarching approach to taking forward this improvement priority, therefore, is three-fold:</p> <ol style="list-style-type: none"> <li>1. Support individual staff to live out their call to be a disciple of Christ and strengthen their vocation as a Catholic educator by providing regular opportunities during the course of the year for faith development and formation;</li> <li>2. Through practical training, provide teaching staff with a sound working knowledge of 'This is our Faith' to support them in teaching high-quality RERC lessons and build their capacity to make meaningful connections across the curriculum (e.g. linking Catholic social teaching to particular IDL topics);</li> <li>3. Support both staff and pupils to regularly reflect on the ultimate outcome of RERC lessons (e.g. greater involvement in the parish; a conviction to challenge injustice and discrimination in the world; a developing sense of a call to a particular vocation).</li> </ol>	
<p><b>OUTCOMES:</b> See below</p>	
<p><b>EXPECTED IMPACT:</b> See below</p>	
<p><b><u>Summary of Progress and Impact:</u></b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <p>2025 marked the 150<sup>th</sup> anniversary year of Cathedral school and parish. It was very fitting, therefore, that the school's 2024/25 Annual Improvement Plan included a priority which focused on further strengthening the Catholic ethos of Cathedral Primary.</p> <p>The year began with a staff retreat, including a fellowship meal together. Adrian Harkin from the Diocese of Motherwell Wellspring Project set the wider context of Cathedral Primary's mission and Barbara Coupar, Director of SCES, provided input on the call to teach in a Catholic School. Teaching staff renewed their commitment to their vocation as Catholic educators in the presence of the parish community at the P1 Welcome Mass in September 2024. Through these opportunities for spiritual formation, all teaching staff have grown in their personal faith and have a deeper understanding of their vocation as Catholic educators and the vital role they play in the holistic formation of learners</p> <p>Barbara Coupar, Director of SCES, returned to Cathedral Primary in November to provide input on 'This is our Faith'. As a result, all teaching staff have a sound working knowledge of 'This is our Faith' and are more confident in translating the content for their stage into high-quality learning experiences for pupils. As part of this year's quality assurance, teaching staff worked in stage groups to plan a series of Religious Education RC lessons and these were the focus of classroom learning visits in March 2025. In line with the school's overarching pedagogy, senior leaders observed an appropriate balance of <i>adult-led</i>, <i>adult-initiated</i> and <i>learner-led</i> learning. Pupils across all stages now capture their</p>	

learning in RERC in a range of meaningful ways and are more confident in articulating their strengths and next steps.

Cathedral's IGNITE Junior Chaplaincy Team was established in August 2024. Led by Mrs Carroll, the team has co-ordinated a range of opportunities for pupil spiritual development during the course of the year, including the introduction of the Examen prayer and virtual pilgrimages. Learners across all stages are actively involved in planning and contributing to celebration and worship at various points in the liturgical year.

House Captains gave of their own time in November to consult with parishioners on Cathedral's 150<sup>th</sup> anniversary and Jubilee programme of events. Through 'Smart School Council', learners across all stages contributed their ideas on how Cathedral could connect with our local community and this resulted in a chocolate bunny being delivered to homes, local residents being invited to an advance viewing of the school's 150<sup>th</sup> anniversary exhibition and a new partnership being established with the local Deaf Hub.

A major highlight in the spiritual life of Cathedral Primary this year was a Mass to celebrate the school's 150<sup>th</sup> anniversary on Tuesday 20<sup>th</sup> May. A number of distinguished guests joined Cathedral school community for the Mass, which was attended by around 1000 people. A new musical composition, the Mass of Jesus the Teacher, had its debut during the Mass and stones from the 1895 building were dedicated in their new location within the cathedral grounds.

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

- Plan and deliver a series of Religious Education RC family learning sessions to increase parents' and carers' knowledge and understanding of the RERC curriculum and build their confidence in supporting their child's faith development at home.

**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 (Year 3 of 3).**

(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:**

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. 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.

**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 have been fully embedded across all stages this year; 'Digital Champions' have offered training and team-teaching opportunities to build the capacity of staff and provide ongoing support; teachers across all stages continue to utilise 'Tech Tuesdays' to build their capacity in delivering Digital Literacy and Computing Science. As a result, all pupils now acquire and develop increasingly sophisticated digital technology skills through a 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 learners use and apply digital technology/skills in meaningful ways across all areas of the curriculum.

All P5- 7 teaching staff maintain a class Microsoft Team to set learning activities for pupils. A 'Teams' icon is now used across all P5 – 7 Active8 task-boards to indicate when pupils should access or submit a learning activity via their class Team.

Pupil voice, school improvement and engagement with the wider community continues to be facilitated and enhanced through digital technologies. This includes *Smart School Council* meetings, the high-quality website newsfeed, which is updated on a daily basis, and the use of Microsoft Forms to gather the views of parents and carers.

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

- Further embed NLC Digital Literacy and Computing Science progression pathways.
- Continue to offer in-house training to staff to build capacity and ensure consistency across all classes.
- Monitor compatibility of current digital devices to ensure no disruption to learning following switch to Windows 11.

**Nursery Priority (Long Term Outcome): 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.**

(Please insert the relevant information below)

<b>NIF Priority:</b> 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;	<b>NIF Driver:</b> 2. Teacher Professionalism 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
<b>NLC Priority:</b> 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.	<b>QI:</b> 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:**

Cathedral, like most NLC nurseries, faced unprecedented staffing challenges during the 2023/24 session. This inhibited last year's improvement priority around early years pedagogy being taken 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.

It has been four 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 significant changes in staffing. 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 and taking a fresh look at learning spaces, experiences and interactions within Cathedral Nursery Class 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', 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 has continued to face significant challenges around staffing this year. However, the Head Teacher's direct involvement in the nursery and the deployment of Principal Teacher, Mrs Brenda McCoy, to support improvement has mitigated much of the impact. Despite the ongoing challenges, much of this year's improvement priority has been taken forward.

The newly established team is beginning to work well together and demonstrates a shared commitment to the nursery's vision, values and aims. There will be the opportunity to establish a stronger team as remaining vacancies are filled.

A new *Learning, Teaching & Assessment Framework* was introduced in August 2024. This has ensured that most practitioners:

- have a sound understanding of the nursery's overarching pedagogy;
- have a growing understanding of what constitutes high-quality learning spaces and learning experiences;
- are becoming increasingly confident in planning intentional and responsive learning experiences for children;
- are becoming more confident and proficient in engaging in high-quality interactions with children;

Progression pathways are now in place for all curricular areas, supporting intentional and responsive planning and ensuring appropriate progression and challenge for nursery learners.

Interactions between practitioners and learners is a strength. There are positive relationships between staff and children and almost all children engage well in spontaneous play. The introduction of skills cards and prompts in learning spaces has supported nursery children in developing the language of learning. Most learners are confident in articulating the skills they are developing through planned and responsive learning experiences.

Forest schools was re-established this session and this is a strength of the nursery. Learners have the opportunity to explore safety and responsibility and engage in risky play. There is now the opportunity to extend sessions to a full day.

Although many aspects of the 2024/25 nursery improvement priority were taken forward, the Care Inspectorate and Education Scotland inspection in May 2025 highlighted a number of areas requiring immediate attention as well as several medium and long-term actions. An action plan, based on the new '*A quality improvement framework for the early learning and childcare sectors*' (February 2025), will replace the 2025/26 nursery improvement priority.

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

- Take forward post-inspection action plan.



## **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?**

<b>QI 1.3 Leadership of change</b>		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.</b>		
<b>NIF Priority: 1, 2, 3, 5</b>		
<b>NIF Driver: 1, 2, 3, 4, 5, 6</b>		
<b>UNCRC: 28, 29</b>		
<b>RECR (if appropriate): 3</b>		
<b>Linked SIP/PEF Priority (if applicable): 1, 2</b>		
<b>How well are you doing? What's working well for your learners?</b>		
<ul style="list-style-type: none"><li>• 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.</li><li>• Almost all learners 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 learners live them out in their day-to-day learning and interactions.</li><li>• 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 very high standards and aspirations amongst learners, staff, parents/carers and the wider community.</li><li>• All staff have the highest aspirations and expectations for all learners and, in turn, almost all Cathedral learners have equally high ambitions for themselves and their school.</li><li>• All teaching staff view teaching as their vocation and draw on their Catholic faith to promote equality and social justice for learners and their families.</li><li>• 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.</li><li>• 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 learners and parents/carers to support effective partnership approaches to improvement.</li><li>• 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.</li><li>• 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.</li><li>• Smart School Council, led by our House Captains, gives all learners a voice and the opportunity to lead and contribute meaningfully to change and improvement within our school community.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>		

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

- Values stickers are used across all classes, supporting learners 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 which results in highly engaged and motivated learners.
  - Day-to-day learning walks confirm high standards and aspirations across all classrooms.
  - The school's *Learning, Teaching & Assessment Framework* summarises the shared professional standards of Cathedral teaching staff and results in consistent high-quality learning and teaching for all learners.
  - 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 set out clear sense of direction and strategic long-term vision for school, focused on improving outcomes for all learners.
  - School Improvement Plans link back to strategic vision and ensure change is developed and embedded over appropriate timescales.
  - Improvement timeline illustrates strategic approach to improvement to secure a strong base that supports and aligns future development work.
  - All SIP priorities clearly reflect and take forward the Vision, Values and Aims of the school and have a clear focus on improving outcomes for learners.
  - 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 good practice and learn from each other 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.
  - Almost all 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 develop the role, reach and impact of Smart School Council and leadership opportunities for learners.
- Continue to work in partnership with other schools to ensure we continually look inwards, look outwards and look forwards.
- Continue to integrate sustainable approaches to practitioner enquiry into school improvement to continually hone practice and provide evidence of impact of change



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

<b>Q1 2.3 Learning, teaching and assessment</b>			
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			
<b>How well are you doing? What's working well for your learners?</b>			
<ul style="list-style-type: none"> <li>Drawing on Gospel values, all staff endeavour to forge positive and mutually respectful relationships with learners 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.</li> <li>The school's <i>Active8</i> approach allows all learners to lead their own learning and maximises engagement, challenge and personalisation and choice. Across all classes, almost all learning experiences are enjoyable, engaging and appropriately matched to learners' needs and interests.</li> <li>Almost all learners understand the purpose of their learning activities and can talk confidently about the skills they are using and developing.</li> <li>Integral to the school's <i>Active8</i> approach, all learners 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 almost all learners across all stages.</li> <li>Teachers and learners, across all stages, regularly co-design learning spaces, ensuring areas are ever-evolving to support and enrich current learning.</li> <li>Supported by the school's bespoke Outdoor Learning programme, all learners regularly utilise the outdoors and community spaces to enhance and deepen learning.</li> <li>The school's <i>Learning, Teaching and Assessment Framework</i> builds the capacity of all teaching staff (including new and temporary teachers) and ensures consistency in approaches and standards across the school.</li> <li>The school's overarching pedagogy ensures an appropriate balance of <i>adult-led</i>, <i>adult-initiated</i> and <i>learner-led</i> learning, with almost daily opportunities for individual, partner, group and whole-class learning.</li> <li>Teachers' explanations and instructions are almost always clear and almost all learners' learning is supported through effective questioning.</li> <li>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 learners to identify and articulate the skills they are using and developing through their learning activities.</li> <li>All staff observe learners 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 learners are appropriately met.</li> <li>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.</li> <li>All Primary 4 – 7 teachers and learners regularly co-construct learning experiences ('Explore &amp; Extend') to extend and apply recent learning.</li> <li>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.</li> <li>Planning, using curriculum progression pathways, clearly identifies what is to be learned and assessed and supports all teaching staff to effectively plan, assess, track and report on all learners' progress and attainment across all curriculum areas.</li> <li>All teachers use a variety of assessment approaches to gather a range of evidence on learners' learning; this informs professional judgements and next steps. 'Milestone Moment' stickers indicate key points in each pupil's learning journey.</li> <li>Robust systems are in place to identify, plan for and support all learners experiencing barriers to their learning.</li> </ul>			

### 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.
- Almost all parents and carers say their child finds their learning activities hard enough.
- Almost all 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.
- There is a clear and sound rationale for the school's Active8 approach and overarching pedagogy, firmly rooted in the values, purposes and principles of Curriculum for Excellence.
- 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 learners' ability to take responsibility for their own learning.
- Learner conversations confirm that learners across all stages have had the opportunity to co-design learning spaces; almost all learners 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 learners 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.
- Evaluation against recent 'excellent' 2.3 SIF indicates areas of excellent practice in Cathedral PS.
- Quality assurance calendar has clear focus on sustaining consistent high standards of practice across all classrooms and ensuring best outcomes for all learners.
- Overarching Pedagogy Policy into Practice pro-forma highlights current practitioner enquiry with focus on improving outcomes for learners.
- Skills are visible in all classrooms/learning spaces and almost all learners 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 learners can talk about the feedback they have had from their teacher and how this supported and improved their learning.
- During learner conversations, almost all Primary 4 – 7 learners 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 learners can talk about the learning which led up to each assessment.
- The school's Family Learning programme and support resources build the capacity of parents and carers across all stages to support their child's learning at home and talk to them about their learning journey.
- Monitoring of forward plans confirm progression pathways being used across all curricular areas for all learners, ensuring appropriate pace and level of challenge for learners.
- Class assessment folders capture and track steps in each individual learners' literacy and numeracy learning journeys.
- 2.4 overview outlines Cathedral's holistic, joined-up approach to personalised support, ensuring appropriate pace and challenge and positive outcomes for all learners.

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

- Continue to secure high learner engagement and attainment across all stages by further developing and embedding high-quality adult-initiated and learner-led learning experiences.
- Continue to integrate sustainable approaches to practitioner enquiry into school improvement to continually hone practice and provide evidence of impact of change.

## 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"> <li>All staff play an active role in maintaining Cathedral's nurturing and inclusive ethos, rooted in our shared values of <b>Love, Connection, Perseverance</b> and <b>Growth</b>; this promotes a climate in which almost all learners and adults feel valued, happy, safe and secure. Standards of behaviour are exemplary and almost all relationships across the school are positive and mutually respectful.</li> <li>All learners and staff have a shared understanding of wellbeing, based on the eight wellbeing indicators. Almost all learners 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 via monthly prompts on the school website.</li> <li>Our <i>Universal – Additional – Intensive</i> framework for supporting learners' health and wellbeing ensures learners who self-refer or are referred by their class teacher have timeous access to a range of support and interventions.</li> <li>The UNC Rights of the Child are displayed strategically around the school building and there is a dedicated article of the month. 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>. As a result, almost all learners are able to talk about their rights and responsibilities.</li> <li>A progressive whole-school programme ensures all learners have the opportunity to explore all aspects of health and wellbeing during the course of each year. Progressive opportunities for learners to explore diversity, inclusion and equality are built into curriculum pathways.</li> <li>All learners 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.</li> <li>Delivered by staff and partners, <i>Come Clubbing @ Cathedral</i> offers all learners 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.</li> <li>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.</li> <li>Robust systems are in place to identify and plan for all children requiring additional support or facing specific barriers to their learning. Staff involve learners and parents in developing personalised, measurable targets.</li> <li>We are proud that bullying incidents are very rare within our school community. Primary 4 – 7 learners are aware of the protected characteristics in the Equality Act (2010) and are trained to challenge discrimination if it ever occurs.</li> <li>Pupil attendance is above the local authority and national averages. Robust systems are in place for monitoring attendance and following-up on learners causing concern.</li> <li>Our inclusive, nurturing ethos has resulted in zero exclusions in recent years.</li> <li>Cathedral Primary celebrates diversity and is committed to communicating Catholic social teaching, thereby promoting social justice and opportunity for all. All learners have the opportunity to play an active role in this through Smart School Council initiatives, work with charities and Campus Connections.</li> <li>Learners benefit from planned opportunities to collaborate and participate in campus initiatives with pupils from Fir Park and Clydevue PS. This enhances the whole school community and strengthens inclusive practice across the campus.</li> </ul>		



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

- Almost all parents and carers say their child feels safe in school.
- Almost all 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.
- Almost all parents and carers say their child is encouraged to be healthy and take regular exercise.
- Almost all parents and carers say the school supports their child's emotional wellbeing.
- 0% of learners on current school roll have been excluded from school.
- Values stickers are used across all classes, supporting learners 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 learner–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 learners 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 positive impact of intensive health & wellbeing support.
- 'Come Clubbing @ Cathedral' records show wide 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 learners living in Quintile 1).
- Cathedral's third Sports Scotland Gold Award evidences a wide range of sporting opportunities for Cathedral learners.
- 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 and P7 Amazing Africa topic are two examples of Cathedral's proactive approach to celebrating diversity.
- *Campus Connections* programme outlines opportunities for Cathedral learners to build relationships with their friends from Firpark and Clydeview schools.
- Poverty Proofing policy outlines school's range of approaches to tackling cost of the school day. Senior leaders can provide examples of practical and financial support given offered Cathedral families.

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

- Through additional staffing, further develop the role of the A Team in delivering targeted health & wellbeing support.
- Through 'Smart School Council' have whole-school focus on promoting positive mental health during 2025/26 session. Capture in appropriate 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			
UNCRC: 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?**

- There is a firmly embedded culture of high aspiration, ambition, and love of learning. Effective differentiation within the classroom and the strategic deployment of the school's Attainment Team supports almost all learners to attain and achieve to their full potential.
- Overall, learners' attainment in literacy and English and numeracy and mathematics is very good. Most learners (80%+ across all stages) are attaining appropriate CfE levels in Reading, Writing, Listening & Talking and Numeracy, and a few learners 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 make confident professional judgements.. All teaching staff engage in moderation 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.
- 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 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.
- All learners have the opportunity to develop a range of skills and attributes through a wide range of activities including clubs, Smart School Council and educational excursions. 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 learners 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 learners actively engage with the award.
- 'Smart School Council' gives every pupil a voice and, under the leadership of our twelve House Captains, helps drive forward change and improvement in Cathedral Primary.
- The school's bespoke skills-mats support almost all learners 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 learners, 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.
- Cathedral uses its Pupil Equity Fund strategically. All spending is evidence-based and senior leaders evaluate and track outcomes for learners, particularly the use of additional staffing to provide targeted support.

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

- Cathedral's ACEL and projected attainment data exceeds West Partnership June 2023 targets of 78% of P1, 4 and 7 learners 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 being implemented consistently across the school
- Robust tracking systems show the school has raised attainment over time for all cohorts of learners.
- Individual pupil tracking system shows almost all learners 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 sustained 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 learners 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 wide 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 learners living in Quintile 1).

- Individual class wider achievement records show almost all learners have engaged in wider achievement opportunities either in or out with school.
- Individual 'Rose Trainer Achievement Award' pupil record cards confirm all learners 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 learners).

### 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 within the school, cluster and beyond.

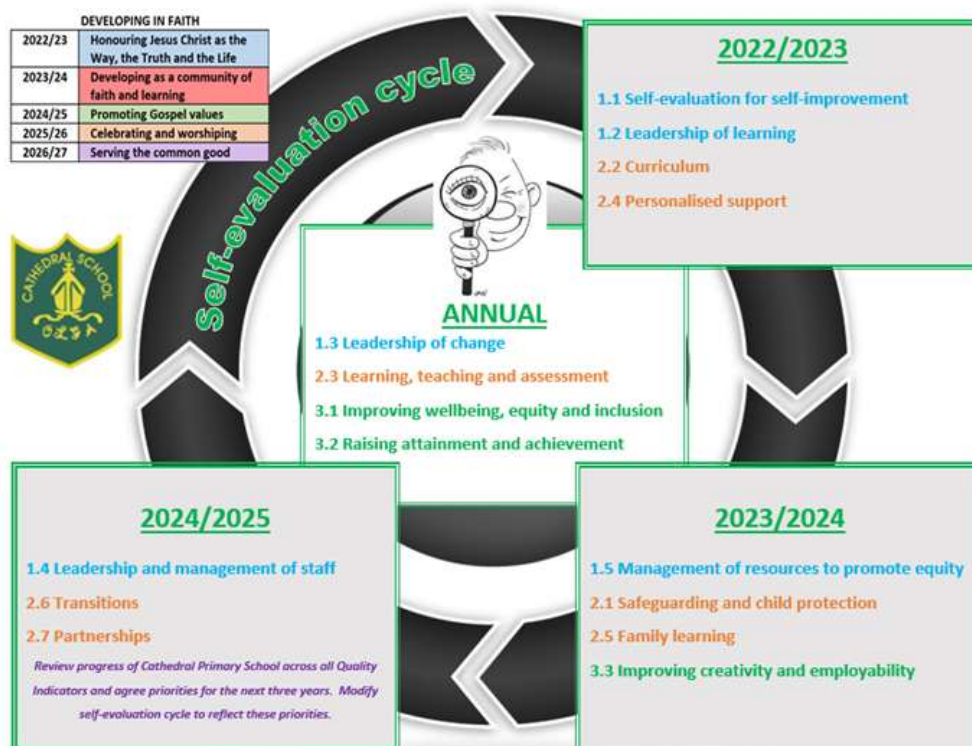
## Section 5: NIF Quality Indicators: Summary (Submission June 2024)

**Section 5 will be completed once Cathedral's inspection report has been published.**

### 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)
<b>1.3 Leadership of change</b>		
<b>2.3 Learning, teaching and assessment</b>		
<b>3.1 Ensuring wellbeing, equity and inclusion</b>		
<b>3.2 Raising attainment and achievement</b>		



## 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).*

- Continue to secure high learner engagement and attainment across all stages by further developing and embedding high-quality *adult-initiated* and *learner-led* learning experiences.
- Build the capacity and confidence of all teaching staff to teach Spanish to their own class and embed stimulating language learning opportunities within day-to-day learning. (Year 1 of 2)

## 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 HGIO54 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, survival 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, belief 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, equality 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 wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people

Article 19 - protection from violence, abuse 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, sale 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	<b>PEF INTERVENTIONS</b> 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  <b>Education and Families Priorities</b> 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	5. Improvement in attainment, particularly in literacy and numeracy.  <b>NIF Drivers</b> 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
---	---	--

### 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
5. Serving the common good.