

Our Lady of Good Aid Cathedral Primary School & Nursery



Love Connection Perseverance Growth

Driving Equity and Excellence

Improvement Report

Session 2025-26

School:	Our Lady of Good Aid Cathedral Primary School & Nursery Class
Cluster:	Our Lady's High School, Motherwell
Head Teacher:	Mr Graeme Young / Mrs Marie Clare Duffy



AIR Submission Date	Submission Focus Area	Progress towards improvement priorities
10 th October 2025	QIs 3.1	Please update your progress towards your priorities (and include nursery progress, if appropriate)
5 th December 2025	QI 1.3 and 3.2 & PEF Update	Please update your progress towards your priorities (and include nursery progress, if appropriate)
20 th March 2026	QI 2.3	Please update your progress towards your priorities (and include nursery progress, if appropriate)
12 th June 2026	Full submission: All Qis & PEF Update	Please update your progress towards your priorities (and include nursery progress, if appropriate)
<p>Submissions should be emailed to QISSIP-SIR@northlan.gov.uk and the link EFM. A Microsoft Form will also be completed with the final submission in June 2026, with a link sent nearer the time.</p>		

Section 1: Establishment Details

Establishment Improvement Report
<p>Context of the school: <i>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).</i></p> <p>Our Lady of Good Aid Cathedral Primary is a Roman Catholic denominational school with a non-denominational Nursery Class, located near the centre of Motherwell. The school currently has a roll of 512 pupils across 19 classes, with the Nursery accommodating 80 children (40/40) at full capacity.</p> <p>A significant proportion of our learners face socio-economic challenges: 43% live in SIMD 1 and 2, 19.5% are entitled to a clothing grant, and 16.5% receive free school meals.</p> <p>We share a campus with Firpark Primary School and Clydeview Primary School, and through our Campus Connections programme, pupils from all three schools regularly come together to build friendships and engage in meaningful shared learning experiences.</p> <p>For session 2025/26, staffing is 24.58 FTE, enhanced by an additional 3.0 FTE through Pupil Equity Fund (PEF). This investment supports the work of our dedicated Attainment Team, delivering targeted literacy, numeracy and health & wellbeing interventions. The school also benefits from one classroom assistant and three ASNAs.</p> <p>Our leadership structure comprises a Head Teacher, one Depute Head Teacher, and three Principal Teachers. The Nursery is led by two Principal Lead Early Learning Practitioners, supported by 5 FTE Early Learning Practitioners and a Lead Graduate Practitioner.</p> <p>We are proud of our diverse community, with approximately 29% of pupils identified as EAL learners. Support is provided through 0.1 FTE from the cluster EAL teacher.</p> <p>Current school attendance (October 2025) stands at 93.4%.</p>

VISION

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

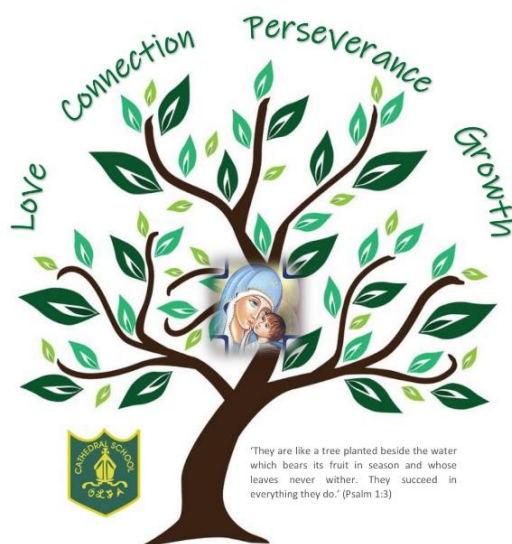
VALUES

Love, Connection, Perseverance, Growth

AIMS

Our Lady of Good Aid Cathedral Primary School aims to:

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



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

Current attendance across the school is 93.4%, which exceeds both the local authority and the national average.

Number of exclusions over past five 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.

Our 2025/26 improvement priorities were initially shared with pupils at assembly on Monday 9th June 2025 and a child-friendly AIP poster (see above) is displayed in all classrooms across the school. Pupils across all stages are actively involved in 'Smart School Council', enabling them to contribute to change and improvement in Cathedral Primary School. Throughout the 2025/26 session, pupils will have the opportunity to take forward aspects of each improvement priority through 'Smart School Council' action teams.

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

(Submission Dates: 5th December and 12th June 2026)

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?

There is no requirement to submit PEF/Equity Plans during session 2025-26; random sampling will continue throughout the academic session.

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

October Update

Our Attainment Team (A Team) continues to provide high-quality support and challenge, with a strong emphasis on pupils in SIMD 1 and 2. Their work spans Literacy, Numeracy, Health and Wellbeing and digital interventions, ensuring a holistic approach to raising attainment. As a result, all children receiving additional input from the Attainment Team demonstrate sustained progress from their prior levels of attainment and move confidently towards achieving their individual targets.

Primary 4 (84 pupils; SIMD 1&2: 31; A-Team: 34)

- Red Literacy (RWI Fresh Start): 23 (27.4%) (SIMD1/2: 12) short-term target is to learn all stage 1 sounds, long term target is to increase YARC scores by at least 6 months (reading rate, reading comprehension, and reading accuracy) by June 2026.
- Amber Writing: 17 (20.2%) (SIMD1/2: 8) who are working on personalised writing targets to ensure they are on track and achieve first level by end of primary 4.
- Amber Numeracy: 19 (22.6%) (SIMD1/2: 12) who, with this intervention, are projected to achieve first level by the end of primary 4.
- Red Numeracy: 5 (6%) (SIMD1/2: 2) who, with this intervention, are projected to achieve early level and begin first level by June 2026.

Primary 5 (65 pupils; SIMD 1&2: 29; A-Team: 33)

- Red Literacy (RWI Fresh Start): 14 (21.5%) (SIMD1/2:7) short-term target is to learn all stage 1 and 2 sounds, long term target is to increase YARC scores by at least 6 months (reading rate, reading comprehension, and reading accuracy) by June 2026.
- Red Numeracy: 10 (15.4%) (SIMD1/2: 6) who are currently receiving SEAL intervention and are projected to achieve first level by June 2026.
- Amber Writing: 19 (29.2%) (SIMD1/2: 13) who are working on personalised writing targets to ensure they achieve expected milestones and are moved to green for June 2026.
- Amber Numeracy: 8 (12.3%) (SIMD1/2: 5) who, with this intervention, are projected to achieve expected milestones and be moved to green by June 2026.

Primary 6 (92 pupils; SIMD 1&2: 38; A-Team: 38)

- Red Numeracy: 13 (14.1%) (SIMD1/2: 10) who are currently receiving SEAL intervention and are projected to achieve first level by June 2026.
- Red Writing: 15 (16.3%) (SIMD1/2: 11) who are working on personalised writing targets to achieve first level by Dec 2025 and will begin to make progress towards second level.
- Red Literacy: 7 (7.6%) (SIMD1/2: 7) short-term target is to learn all stage 1, 2, and 3 sounds, long term target is to increase YARC scores by at least 6 months (reading rate, reading comprehension, and reading accuracy) by June 2026.
- Amber Numeracy: 15 (16.3%) (SIMD1/2: 4) who, with this intervention, are projected to achieve expected milestones and be moved to green by June 2026.
- Amber Writing: 13 (14.1%) (SIMD1/2: 8) who, with this intervention, are projected to achieve expected milestones and be moved to green by June 2026.

Primary 7 (78 pupils; SIMD 1&2: 35; A-Team: 41)

- Red Numeracy: 12 (15.2%) (SIMD1/2: 6) who are projected to achieve first level by Dec 2025 and will begin to make progress towards second level.
- Red Writing: 8 (10.2%) (SIMD1/2: 4) who are working on personalised writing targets to achieve first level by Dec 2025 and will begin to make progress towards second level.
- Amber Numeracy: 20 (25.6%) (SIMD1/2: 10) who, with this intervention, are projected to achieve expected milestones and be moved to green by June 2026.
- Amber Writing: 30 (38.4%) (SIMD1/2: 14) who, with this intervention, are projected to achieve expected milestones and be moved to green by June 2026.

Health and Wellbeing

Our Universal – Additional – Intensive framework ensures that learners who self-refer or are identified by their class teacher have timely access to a wide range of targeted supports and interventions, including Cool Connections, Teen Talk, LIAM, Emotion Works, and Seasons for Growth. All pupils in Primary 5 to 7 have been assessed using the Spence Anxiety Scale, and the resulting data will inform the creation of focused working groups to deliver these interventions effectively.

Family Learning

The Attainment Team has delivered a series of targeted Family Learning sessions designed to strengthen home-school partnerships and equip parents and carers with practical strategies to support their child's learning.

Learning Together Homework Club

This weekly club enables parents and carers to learn alongside their child, while also receiving practical advice, resources, and guidance from the Attainment Team.

Read Write Inc. Fresh Start

A tailored workshop for families of children participating in the Read Write Inc. Fresh Start programme. Parents and carers were introduced to effective literacy support strategies and provided with a home activity pack to reinforce learning.

IDL Literacy and Numeracy

This session offered an overview of the IDL programme and hands-on training for parents and carers, equipping them to use the resource at home to support both literacy and numeracy development.

December Update

Primary 2 (68 pupils; SIMD 1 & 2: 36 A-Team: 13)

- Red SEAL Numeracy: 13 (19.1%) SIMD 1&2: 9 (69.2%). 9/13 pupils have achieved Early Level.
- The remaining 5 pupils continue with SEAL and are projected to achieve Early Level by May 2026.

Primary 3 (71 pupils; SIMD 1& 2: 29 A-Team: 5)

- Red Numeracy: 5 (7%) SIMD 1&2: 5 (100%). 4/5 have achieved Early Level in Numeracy.
- 1 pupil continues with SEAL and is projected to achieve Early Level by February 2026.

Primary 4 (82 pupils; SIMD 1&2: 35; A-Team: 32)

- Red Literacy (RWI FS): 23 (28%) SIMD1/2: 12 (52%). All 23 (100%) have learned all stage 1 sounds. 7 pupils (30%) no longer require intervention at this stage. The remaining 16 pupils (70%) are expected to know all Set 2 sounds by March 2026. Long term target is to increase YARC scores by at least 6 months by May 2026.
- Amber Writing: 17 (20.2%) SIMD1&2: 8 (47%). All pupils continue with support to achieve first level by end of primary 4.
- Amber Numeracy: 19 (22.6%) SIMD1&2: 12 (63.1%). All are projected to achieve first level by the end of primary 4.
- Red Numeracy: 6 (7%) SIMD1&2: 3 (50%). 3/6 pupils have achieved Early Level in Numeracy. The remaining 3 pupils are projected to achieve Early Level by June 2026.

Primary 5 (65 pupils; SIMD 1&2: 29; A-Team: 32)

- Red Literacy (RWI Fresh Start): 14 (21.5%) SIMD1&2: 7 (50%). 9 /14 (64.3%) have learned all sounds. The long-term target for the remaining pupils is to increase YARC scores by at least 6 months by May 2026. The short-term target for the remaining 5 pupils is to learn set 2 sounds. 3/9 (33.3%) pupils no longer require intervention.
- Red Numeracy: 10 (15.4%) SIMD1&2: 6 (60%). These pupils are projected to achieve First Level by May 2026.
- Amber Writing: 19 (29.2%) SIMD1&2: 13 (68.4%). Pupils continue with support. On track to achieve green for May 2026.
- Amber Numeracy: 8 (12.3%) SIMD1&2: 5 (62.5%). Continue with support. On track to achieve green for May 2026.

Primary 6 (91 pupils; SIMD 1&2: 38; A-Team: 38)

- Red Numeracy: 12 (13.2%) SIMD1&2: 10 (83.3%). 7 /12 pupils (58.3%) have achieved First level. The remaining 5 pupils are projected to achieve First Level by May 2026.
- Red Writing: 15 (16.3%) SIMD1&2: 11 (73.3%). Pupils require further support. Projected to achieve First Level by March 2026.
- Red Literacy: 6 (7%) SIMD1&2: 6 (100%). 3 /6 no longer require support. 3 pupils will learn Set 2, and 3 sounds. Long term target is to increase YARC scores by at least 6 months by May 2026.
- Amber Numeracy: 15 (16.3%) SIMD1&2: 4 (26.6%). All continue with support. On track to achieve green for May 2026.
- Amber Writing: 13 (14.1%) SIMD1&2: 8 (61.5%). All continue with support. On track to achieve green for May 2026.
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Primary 7 (78 pupils; SIMD 1&2: 35; A-Team: 41)

- SEAL Numeracy: 5 (6%) SIMD1&2: 2 (40%). 2/5 (40%) pupils achieved First Level.
- Red Writing: 8 (10.2%) SIMD1&2: 4 (50%). 7/ 8 (88%) have achieved First Level.
- Amber Numeracy: 20 (25.6%) SIMD1&2: 10 (50%). 5/20 pupils no longer require support, and the remaining 15 pupils are projected to achieve Second Level by May 2026.
- Amber Writing: 23 (29.5%) SIMD1&2: 9 (39.1%). 3/23 pupils no longer require support, and the remaining 20 pupils are projected to achieve Second Level by May 2026.

Health and Wellbeing

- 8 (SIMD 1&2: 5 - 62.5%) pupils have been supported by the Teen Talk Counsellor (Intensive Support) and currently there are 13 (SIMD 1&2:8 - 61.5%) P4-7 pupils following the Cool Connections programme.

Learning Together Homework Club

- 38 pupils have accessed the Learning together Homework Club along with their parent/carer. 17/38 are SIMD 1&2 (45%).

IDL Literacy and Numeracy P5-7 (234 pupils) SIMD 1&2: 102)

- IDL Literacy: 59 (25%) SIMD 1&2: 35 (59%).
47/59 pupils (80%) SIMD 1&2: 21 (49%) increased their spelling age by 6 months or more.
43/59 pupils (73%) SIMD 1&2: 28 (60%) increased their reading age by 6 months or more.

March Update

Primary 1 (59 pupils; SIMD 1&2: 26 A-Team: 8)

- As part of our early intervention strategy, we have expanded the scope of our support. We have now implemented a targeted intervention group for P1 Red Numeracy.
- Red SEAL Numeracy: 8 (13.6%) SIMD 1&2: 6 (75%)
- All 8 have been assessed with the SEAL numeracy program and will continue to receive support into Primary 2 with the aim of achieving early level by December 2026.

Primary 2 (68 pupils; SIMD 1 & 2: 36 A-Team: 26)

- As part of our early intervention strategy, we have expanded the scope of our support. We have now implemented targeted intervention groups for P2 Red Writing, P2 Amber Writing, and P2 Amber Numeracy as well as continuing with the P2 Red Seal Numeracy intervention. As a result, 13 more children are now receiving additional support through targeted intervention (a 100% increase in children receiving support from December 2025).
- Red SEAL Numeracy: 13 (19.1%) SIMD 1&2: 9 (69.2%)
- Amber Numeracy: 15 (22.1%) SIMD 1&2: 8 (53.3%)
- Red Writing: 14 (20.5%) SIMD 1&2: 10 (71.4%)
- Amber Writing: 13 (19.1%) SIMD 1&2: 5 (38.4%)

Primary 3 (71 pupils; SIMD 1& 2: 29 A- Team: 27)

- As part of our early intervention strategy, we have expanded the scope of our support. We have now implemented targeted intervention groups for P3 Amber Writing and P3 Amber Numeracy as well as continuing with the P3 Red Seal Numeracy intervention. As a result, 22 more children are now receiving additional support through targeted intervention (a 440% increase in children receiving support from December 2025).
- Red Numeracy: 4 (5.6%) SIMD 1&2: 4 (100%). 1 child previously included in this group has achieved milestones such that she is projected to achieve First Level by end of Primary 4 with continued support in the newly created Amber numeracy group.
- Amber Numeracy: 18 (25.3%) SIMD 1&2: 7 (25.9%).
- Amber Writing: 21 (29.6%) SIMD 1&2: 10 (47.6%).

Primary 4 (82 pupils; SIMD 1&2: 35; A-Team: 35)

- Red Literacy (RWI FS): 24 (30.4%) SIMD1/2: 12 (50%). The remaining 16 pupils (70%) are still projected to achieve Set 2 sounds by March 2026. We are still projecting that we will increase YARC scores by at least 6 months by May 2026.
- Amber Writing: 20 (24.3%) SIMD1&2: 9 (45%). All pupils continue with support to achieve first level by end of primary 4.

- Amber Numeracy: 21 (25.6%) SIMD1&2: 12 (57.1%). All are projected to achieve first level by the end of primary 4.
- Red Numeracy: 6 (7%) SIMD1&2: 3 (50%). 3/6 pupils have achieved Early Level in Numeracy. The remaining 3 pupils are projected to achieve Early Level by June 2026.

Primary 5 (65 pupils; SIMD 1&2: 29; A-Team: 35)

- Red Literacy (RWI Fresh Start): 11 (31.4%) SIMD1&2: 6 (55%). All pupils are projected to increase YARC scores by at least 6 months by May 2026. 3 pupils have completed RWI and are receiving different support through the Amber Writing Group.
- Amber Writing: 18 (27.7%) SIMD1&2: 11 (61.1%). Pupils continue with support. On track to achieve green for May 2026.
- Red Numeracy: 11 (16.9%) SIMD1&2: 9 (81.8%). These pupils are projected to achieve First Level by May 2026.
- Amber Numeracy: 10 (15.3%) SIMD1&2: 7 (70%). Continue with support. On track to achieve green for May 2026.

Primary 6 (91 pupils; SIMD 1&2: 38; A-Team: 37)

- Red Numeracy: 12 (13.2%) SIMD1&2: 10 (83.3%). 7 /12 pupils (58.3%) have achieved First level. The remaining 5 pupils are still projected to achieve First Level by May 2026.
- Amber Numeracy: 18 (19.8%) SIMD1&2: 8 (44.4%). All continue with support. On track to achieve green for May 2026.
- Red Writing: 13 (14.2%) SIMD1&2: 11 (84.6%). Pupils require further support. Projected to achieve First Level by March 2026. Group originally contained 14 pupils however, after extensive targeted support 1 child in SIMD 1 has achieved First Level and now receives support within the Amber Writing group.
- Amber Writing: 14 (15.4%) SIMD1&2: 9 (64.3%). All continue with support. On track to achieve green for May 2026.
- Red Literacy: 3 (3.3%) SIMD1&2: 3 (100%). 3 children have now completed RWI and are receiving support in other literacy groups. This means for session 2026/2027 only 3 children in Primary 7 will require RWI Fresh Start intervention. Over the previous 5 years on average 12 P7 children each year have required this intervention. Due to our early intervention strategy using PEF funding for staff, this is now greatly reduced as only 3 P7 children over the last 2 years have required this intervention.

Primary 7 (78 pupils; SIMD 1&2: 35; A-Team: 44)

- SEAL Numeracy: 5 (6%) SIMD1&2: 2 (40%). 2/5 (40%) pupils achieved First Level.
- Red Numeracy: 7 (9%) SIMD1&2: 5 (71.4%). 100% of pupils achieved First Level and all expected to achieve second level by the end of S1.
- Amber Numeracy: 21 (26.9%) SIMD1&2: 8 (38.1%). 5/21 pupils no longer require support, one child is now green, and the remaining 16 pupils are projected to achieve Second Level by May 2026.
- Red Writing: 15 (19.2%) SIMD1&2: 9 (60%). 7/ 8 (88%) have achieved First Level. Our PEF funded teachers have dedicated time in which they have completed the process of literacy profiles, interviews, reports, and paperwork with educational psychologists, parents, and pupils, and as such 4 children out of the 15 pupils (26.7%) have completed this process and are now recognised to have dyslexic tendencies.
- Amber Writing: 24 (30.8%) SIMD1&2: 9 (37.5%). 3/24 pupils no longer require support, and the remaining 21 pupils are projected to achieve Second Level by May 2026.

Health and Wellbeing

- Currently there are 15 (SIMD 1&2: - 9 - 60%) P4-7 pupils following the Cool Connections programme. A member of staff has been trained on using LIAM anxiety CBT program which is CAMHS accredited and has 1 pupil currently receiving support on a pilot basis with the intention of expanding the scope of this intervention in the 2026/2027 school session.

Learning Together Homework Club

- 38 pupils have accessed the Learning together Homework Club along with their parent/carer. 17/38 are SIMD 1&2 (45%). This has continued to be very successful and well attended this term.

IDL Literacy and Numeracy P5-7 (234 pupils) SIMD 1&2: 102)

- IDL Literacy: 59 (25%) SIMD 1&2: 35 (59%).
47/59 pupils (80%) SIMD 1&2: 21 (49%) increased their spelling age by 6 months or more.
43/59 pupils (73%) SIMD 1&2: 28 (60%) increased their reading age by 6 months or more.
- As part of our family engagement programme, we have provided a parental workshop to help parents and carers support their children at home with this programme.

June Update

Primary 1 (60 pupils; SIMD 1&2: 26 A-Team: 8)

- As part of our early intervention strategy, we have continued to deliver support with our group for P1 Red Numeracy.
- Red SEAL Numeracy: 8 (13.6%) SIMD 1&2: 6 (75%)
- All 8 have been assessed with the SEAL numeracy program and will continue to receive support into Primary 2 with the aim of achieving early level by December 2026.

Primary 2 (68 pupils; SIMD 1 & 2: 36 A-Team: 26)

- As part of our early intervention strategy, we will continue to deliver targeted intervention groups for Red Writing, Amber Writing, and Amber Numeracy as well as continuing with the Red Seal Numeracy intervention. As a result, 11 out of 13 children (84.6%) have achieved early level in Numeracy of which 61.5% were SIMD 1 and 2. This demonstrates the effectiveness of this intervention in closing the poverty related attainment gap.
- In the amber numeracy group 3 out of 15 (20%) of the children receiving this support have moved from amber to green.
- In the red writing group 2 out of 14 (14.2%) have moved to amber both of which are SIMD 1 and 2.
- Red SEAL Numeracy: 13 (19.1%) SIMD 1&2: 9 (69.2%)
- Amber Numeracy: 15 (22.1%) SIMD 1&2: 8 (53.3%)
- Red Writing: 14 (20.5%) SIMD 1&2: 10 (71.4%)
- Amber Writing: 13 (19.1%) SIMD 1&2: 5 (38.4%)

Primary 3 (71 pupils; SIMD 1& 2: 29 A- Team: 27)

- As part of our early intervention strategy, we have continued our targeted intervention groups; P3 Amber Writing, P3 Amber Numeracy, and P3 Red Seal Numeracy.
- This support will continue in primary 4.
- Red Numeracy: 4 (5.6%) SIMD 1&2: 4 (100%).
- Amber Numeracy: 18 (25.3%) SIMD 1&2: 7 (25.9%).
- Amber Writing: 21 (29.6%) SIMD 1&2: 10 (47.6%).

Primary 4 (82 pupils; SIMD 1&2: 35; A-Team: 35)

- Red Literacy (RWI FS): 24 (30.4%) SIMD1/2: 12 (50%). 21 out of 24 (87.5%) pupils have achieved set 2 sounds.
- Amber Writing: 20 (24.3%) SIMD1&2: 9 (45%). All 20 pupils achieved first level which includes 45% of this cohort who are SIMD 1&2. This is evidence of the effectiveness of the school's dedicated PEF funded attainment team in helping children to reach expected milestones.
- Amber Numeracy: 21 (25.6%) SIMD1&2: 12 (57.1%). All 21 pupils have achieved first level which includes 57.1% of this cohort who are SIMD 1&2. This is evidence of the effectiveness of the school's dedicated attainment team in helping children to reach expected milestones.
- Red Numeracy: 6 (7%) SIMD1&2: 3 (50%). The remaining 3 children have achieved early level. So that is now 100% of children who have received this intervention now achieved the next level.

Primary 5 (65 pupils; SIMD 1&2: 29; A-Team: 35)

- Red Literacy (RWI Fresh Start): 11 (31.4%) SIMD1&2: 6 (55%). 6 children out of 11(54.5%) have now completed the RWI program and 2 out of the 6 (33.33%) are SIMD 1&2.
- Amber Writing: 18 (27.7%) SIMD1&2: 11 (61.1%). Pupils will continue with support.
- Red Numeracy: 11 (16.9%) SIMD1&2: 9 (81.8%). 7 out of 11(63.6%) pupils have achieved first level in numeracy due to this intervention of which 5 out of the 7 (71.4%) are SIMD 1&2.
- Amber Numeracy: 10 (15.3%) SIMD1&2: 7 (70%). Continue with support.

Primary 6 (91 pupils; SIMD 1&2: 38; A-Team: 37)

- Red Numeracy: 12 (13.2%) SIMD1&2: 10 (83.3%). 7 /12 pupils (58.3%) have achieved First level. The remaining 5 pupils are projected to achieve First Level by October 2026.
- Amber Numeracy: 18 (19.8%) SIMD1&2: 8 (44.4%). All continue with support.
- Red Writing: 13 (14.2%) SIMD1&2: 11 (84.6%). 5 out of 13 (38.5%) have achieved first level writing of which 3 out of 5 (60%) are SIMD 1&2. 8 pupils require further support and are projected to achieve first level by October 2026.
- Amber Writing: 14 (15.4%) SIMD1&2: 9 (64.3%). All continue with support.

Primary 7 (78 pupils; SIMD 1&2: 35; A-Team: 44)

- SEAL Numeracy: 5 (6%) SIMD1&2: 2 (40%). 5 out of 5 children (100%) have achieved first level numeracy.
- Red Numeracy: 7 (9%) SIMD1&2: 5 (71.4%). 100% of pupils achieved First Level and all expected to achieve second level by the end of S1.
- Amber Numeracy: 16 (20.5%) SIMD1&2: 7 (43.8%). 16 out of 16 pupils (100%) have achieved second level.
- Red Writing: 15 (19.2%) SIMD1&2: 9 (60%). 5 out of 15 pupils (33.3%) have achieved second level with intensive intervention. The remaining 10 projected to achieve second level by December 2026.
- Amber Writing: 24 (30.8%) SIMD1&2: 9 (37.5%). 24 out of 24 pupils (100%) have achieved second level.

Health and Wellbeing

- Currently there are 15 (SIMD 1&2: - 9 - 60%) P4-7 pupils following the Cool Connections programme. All 15 children have now completed the Cool Connections programme. 1 pupil currently receiving LIAM anxiety CBT programme.

IDL Literacy and Numeracy P5-7 (234 pupils) SIMD 1&2: 102)

- IDL Literacy: 59 (25%) SIMD 1&2: 35 (59%).
49/59 pupils (83%) SIMD 1&2: 22 (44.9%) increased their spelling age by 5 months or more.

45/59 pupils (76.3%) SIMD 1&2: 30 (66.7%) increased their reading age by 5 months or more.

Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2026)

Priority 1 (Long Term Outcome):

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.

(Please insert the relevant information below)

NIF Priority: 3, 5

NIF Driver: 1, 2, 3, 4

NLC Priority: 1

QI: 1.2, 2.3, 2.5, 3.2

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. This approach to learning, teaching and assessment was highlighted as a major strength in Cathedral’s inspection by HMIE in May 2025, with a recommendation that we continue to build on this strong, innovative practice 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?)

Following input during the August 2025 in-service day, all teaching staff now have a secure understanding of QI 3.3 (Increasing Creativity and Employability). Staff are confident in planning and delivering a wide range of meaningful learning experiences designed to develop pupils’ skills for learning, life, and work. This shared understanding has ensured greater consistency across the school in embedding creativity, problem solving, and employability skills within the curriculum.

To further enhance this focus, a new ‘*Investigation and Innovation Hub*’ was established in August 2025. This purpose-built space provides rich opportunities for adult-initiated and learner-led experiences, enabling pupils to engage in investigation, enquiry, problem solving, and open-ended projects. Learners from Primary 3 to Primary 7 have regular access to the Hub, where they are encouraged to think critically, explore innovative solutions, and collaborate in cooperative learning groups to achieve shared goals. These experiences foster essential skills such as teamwork, communication, resilience, and creativity.

Teaching staff continue to use Cathedral’s ‘*Overarching Pedagogy*’ document as a reflective tool to evaluate and refine classroom environments, learning streets, and the new Hub. This process has supported staff in ensuring that spaces, experiences, and interactions are purposeful, inclusive, and aligned with the school’s vision for high-quality learning. Insights from this reflective practice have been shared and developed further through Professional Learning Communities (PLCs), where staff engage in professional dialogue, share effective practice, and co-create strategies to enhance teaching and learning.

In addition, a programme of Family Learning workshops linked to the Investigation and Innovation Hub was delivered during September and October 2025. These sessions provided parents and carers with valuable insights into how their child’s learning experiences are equipping them with the skills needed for life and work in a rapidly changing world.

In November 2025, the school invested in ten ‘Marty’ humanoid robots, each capable of walking, turning, kicking a ball, dancing, and moving facial features such as eyebrows. By offering a new digital dimension to both adult-initiated and learner-led learning, pupils now benefit from regular, planned opportunities to code Marty, participate in structured problem-solving tasks, and collaborate in groups to design challenges that effectively showcase his capabilities. As a result, learners are developing a deeper understanding of robotics and programming, while also strengthening essential skills in teamwork, creativity and critical thinking.

Following the publication of the inspection report on 7th October 2025, Cathedral’s approaches to learning and teaching have generated significant interest from schools across a number of local authorities. On Monday 3rd November, over 120 Head Teachers and practitioners engaged in an open event which showcased Cathedral’s innovative Active8 approach. Building on this momentum, a further open morning is scheduled for Tuesday 13th January, with attendees including the Director of Education and Primary Head Teachers from Inverclyde.

The Head Teacher is now actively supporting a number of schools to adopt an Active8-like pedagogy. Working in partnership with the Centre for Teaching Excellence, he is also engaged in initial discussions around establishing Communities of Practice, providing structured opportunities for schools to collaborate, share expertise and engage in joint professional enquiry. This collaborative model is designed to build collective capacity and ensure that schools

can robustly evaluate the impact of Active8 on outcomes for learners. This breadth of partnership working is ensuring that Cathedral Primary's sector-leading practice is not only sustained and further developed within its own context, but is also acting as a catalyst for meaningful, system-wide improvement across the wider education community.

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

- Strengthen and sustain high-quality learning, teaching and assessment by embedding a consistent culture of practitioner enquiry across the school.
- Support all teachers to engage with the Centre for Teaching Excellence in flexible ways that meet their professional learning needs and contribute to ongoing improvements to learning and teaching in Cathedral Primary School.

Priority 2 (Long Term Outcome):

Build the capacity and confidence of all teaching staff to teach Spanish and BSL to their own class and embed stimulating language learning opportunities within day-to-day learning.

(Please insert the relevant information below)

NIF Priority: 5	NIF Driver: 4
NLC Priority: 1	QI: 2.2, 2.3

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

RATIONALE:

For many years, 1+2 languages was taught in Cathedral Primary by a secondary specialist and this model of modern languages being taught by a single member of staff as part of NCCT is still in place. Although this has ensured Cathedral pupils have benefited from high-quality Spanish and French teaching over the years, it has resulted in almost all teaching staff being de-skilled in this area of the curriculum and, long-term, is not a sustainable model. There is now the need to build the confidence and capacity of all teaching staff to teach language 2 (Spanish) and language 3 (British Sign Language) to their own class and embed modern languages within day-to-day learning.

OUTCOMES:

EXPECTED IMPACT:

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

Following online training during the August in-service day, all teaching staff are now confident in using 'Languagenut' to consolidate weekly Spanish lessons within their classrooms.

In August 2025, new Spanish progression pathways were introduced to ensure appropriate pace and challenge for learners at every stage. As a result, pupils are demonstrating increased proficiency across listening, speaking, reading, and writing. Daily opportunities to practise and apply their learning through 'Languagenut' further reinforce and extend the impact of weekly Spanish teaching.

All pupils have access to a dedicated Spanish working wall within their classroom, providing a constant visual

reference to support daily reinforcement and revision of weekly Spanish lessons. These interactive displays include key vocabulary, common phrases, grammar prompts, and cultural references, allowing learners to revisit and consolidate their understanding throughout the week. Teachers and pupils regularly update the walls to reflect current learning, ensuring they remain relevant and engaging. By embedding Spanish into the classroom environment in this way, pupils are encouraged to make connections, practise independently, and build confidence across listening, speaking, reading, and writing.

From April 2026, class teachers will take responsibility for planning and delivering one Spanish module each term using Languagenut resources. This approach will help build confidence and capacity across the staff team, while laying the foundations for a sustainable model in which class teachers ultimately hold full responsibility for teaching 1+2 languages to their class.

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

- Following the pilot in the summer term of 2025/26, each year group will have responsibility for delivering one Languagenut module each term throughout the 2026/27 session.
- British Sign Language (BSL) will become Cathedral’s new second language for Primary 5–7 learners beginning in the 2026/27 session. All Cathedral staff will be introduced to the School of Signs programme during the August in-service, and the programme will be used to support the teaching of BSL throughout the year.

Nursery Priority (Long Term Outcome): Post-inspection Action Plan

(Please insert the relevant information below)

NIF Priority:	NIF Driver:
NLC Priority:	QI:

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

RATIONALE:

OUTCOMES:

EXPECTED IMPACT:

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?)

A robust quality assurance calendar is now in place and being implemented in full. This has already begun to bring greater clarity for staff at all levels regarding their roles and responsibilities, and early evidence shows it is helping to maintain consistently high-quality provision for all learners.

The introduction of a revised operating model is beginning to strengthen practice across the setting. Staff are now deployed in ways that ensure practitioners at all levels benefit from the support and guidance of more experienced colleagues. This is already enhancing professional confidence and developing knowledge and skills across the team.

Practitioners now show a more confident grasp of the nursery’s overarching pedagogy. They can articulate how this informs the design of learning spaces and shapes daily experiences and interactions. This shared understanding is beginning to create greater coherence and consistency in practice.

Across all four learning areas (indoors and outdoors) there are clear signs of improvement. Spaces are increasingly stimulating, well-resourced, and firmly centred on learners’ needs and interests. Children are engaging more deeply in play and exploration as a result.

Children are increasingly provided with meaningful opportunities to develop language, literacy, and numeracy skills across all learning areas. Evidence from observations shows these skills are being embedded more naturally into play and everyday experiences.

Risk assessments are consistently understood and applied, and this is already evident in the safe and purposeful play observed across the nursery.

Children’s progress and achievements are being captured with greater accuracy and shared more promptly with parents and carers through Learning Journals. This is already strengthening home-school partnerships and ensuring families are more engaged in their child’s learning journey.

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

To continue to embed Post Inspection Action Plan

Awaiting draft Care Inspectorate Report (June 2026) and then identify next steps.

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.) **If your establishment has a nursery, please also include nursery key strengths/successes within each QI.** Please refer to submission information on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: 1, 2, 3, 5		
NIF Driver: 1, 2, 3, 4, 5, 6		
UNCRC: 28, 29		
RECR (if appropriate): 3		
Linked SIP/PEF Priority (if applicable):		
How well are you doing? What’s working well for your learners?		
<ul style="list-style-type: none"> The school’s Vision, Values and Aims, developed by all stakeholders, reflect the context of the school, inform and shape our curriculum and steer the day-to-day life and work of Cathedral Primary. 		

- Almost all 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Cathedral Pupil Parliament, 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.
- The school is committed to being outward looking, with strategic opportunities for staff to visit other establishments to observe effective and innovative practice and challenge their thinking.
- The school regularly welcomes practitioners from other establishments to support change and improvement beyond Cathedral Primary. Two of the school's Pedagogy Leads are currently supporting changes to pedagogy in a school out with the local authority.
- Robust and effective strategies, involving all stakeholders, are in place to monitor and evaluate the impact of change on outcomes for learners. This includes the impact of our use of Pupil Equity Fund.

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

- Values stickers are used across all classes, supporting 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.
- Cathedral Pupil Parliament 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 Cathedral Pupil Parliament 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?

Q1 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: 3, 5			
NIF Driver: 2, 4			
UNCRC: 28, 29			
RECR (if appropriate): 2			
Linked SIP/PEF Priority (if applicable): 1, 2			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> • Drawing on Gospel values, all staff endeavour to forge positive and mutually respectful relationships with 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. • 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. • Almost all learners understand the purpose of their learning activities and can talk confidently about the skills they are using and developing. • Integral to the school's <i>Active8</i> approach, all 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. • Teachers and learners, across all stages, regularly co-design learning spaces, ensuring areas are ever evolving to support and enrich current learning. • Supported by the school's bespoke Outdoor Learning programme, all learners regularly utilise the outdoors and community spaces to enhance and deepen learning. • 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. • 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. • Teachers' explanations and instructions are almost always clear and almost all learners' learning is supported through effective questioning. • 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. • 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. • The school's marking system, which includes self and peer assessment, ensures all learners receive high-quality feedback and are clear about their strengths and next steps in their learning. • All Primary 4 – 7 teachers and learners regularly co-construct learning experiences ('Explore & Extend') to extend and apply recent learning. • The school's assessment policy and framework ensures assessment is integral to day-to-day learning and teaching ("normal work in normal places") and is meaningful to learners and manageable for teachers. • 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. • 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. • Robust systems are in place to identify, plan for and support all learners experiencing barriers to their learning. 			

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

- Almost all parents and carers say their child enjoys being in school.
- 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"> • All staff play an active role in maintaining Cathedral's nurturing and inclusive ethos, rooted in our shared values of Love, Connection, Perseverance and Growth; this promotes a climate in which almost all 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. • 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. • 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. • 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 talk about their rights and responsibilities. • 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. • 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. • 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. • Cathedral Primary complies and actively engages with statutory requirements and codes of practice/procedures, particularly those around Child Protection and safeguarding. Guidance is kept up-to-date and staff undertake regular professional learning. • Robust systems are in place to identify and plan for all children requiring additional support or facing specific barriers to their learning. Staff involve learners and parents in developing personalised, measurable targets. • 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) are trained to challenge discrimination if it ever occurs. • Pupil attendance is above the local authority and national averages. Robust systems are in place for monitoring attendance and following-up on learners causing concern. • Our inclusive, nurturing ethos has resulted in zero exclusions in recent years. • 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. • Learners benefit from planned opportunities to collaborate and participate in campus initiatives with pupils from Fir Park and Clydeview PS. This enhances the whole school community and strengthens inclusive practice across the campus. 		
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 Cathedral Pupil Parliament, 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, 2			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> • 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. • All 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, Pupil Parliament 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. • Cathedral Pupil Parliament 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?			
<ul style="list-style-type: none"> • Cathedral's ACEL and projected attainment data exceeds West Partnership June 2023 targets of 78% of P1, 4 and 7 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.
- Cathedral Pupil Parliament 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 2026 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 2026)

Assigning levels using quality indicators

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

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

Early Years – HMIE & Care Inspectorate (from September 2025) – Updated grades June 2026

Quality indicator	Establishment self-evaluation	HMIE evaluation/Care Inspectorate
1 Leadership	Satisfactory Very Good	Satisfactory Very Good
2 Children thrive and develop in quality spaces	Satisfactory Very Good	Satisfactory Very Good
3 Children play and learn	Satisfactory Very Good	Satisfactory Very Good
4 Children are supported to achieve	Satisfactory Very Good	Satisfactory Very Good

Key priorities for improvement planning next session
<p><i>This section should articulate with the school (and nursery, if appropriate) 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).</i></p> <ul style="list-style-type: none"> To follow – Currently awaiting report. Cathedral Nursery revisit June 2026.

Appendix 1

UNCRC	HGIOS 4	National Improvement Framework
<p>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 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</p>	<p>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: Personalised 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</p> <p><u>PEF INTERVENTIONS</u></p> <p>1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality 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</p> <p><u>EDUCATION AND FAMILIES' PRIORITIES</u></p> <p>1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Priorities</p> <ol style="list-style-type: none"> 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 ; 5. Improvement in attainment, particularly in literacy and numeracy. <p>NIF Drivers</p> <ol style="list-style-type: none"> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information <p>NIF Outcomes</p> <ol style="list-style-type: none"> 1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people

<p>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 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</p>	<p>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</p> <p><u>A QUALITY FRAMEWORK FOR ELC</u></p> <p>1 Leadership 1.1 Leadership and management of staff and resources 1.2 Staff skills, knowledge, values and deployment 1.3 Leadership of continuous improvement</p> <p>2 Children thrive and develop in quality spaces 2.1 Children experience high quality spaces</p> <p>3 Children play and learn 3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment</p> <p>4 Children are supported to achieve 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality 4.3 Children's progress 4.4 Safeguarding and child protection</p>	<p>the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.</p> <p>4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. 7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.</p>
<p>Developing In Faith <i>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.</i></p>		
<p>1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good.</p>		