

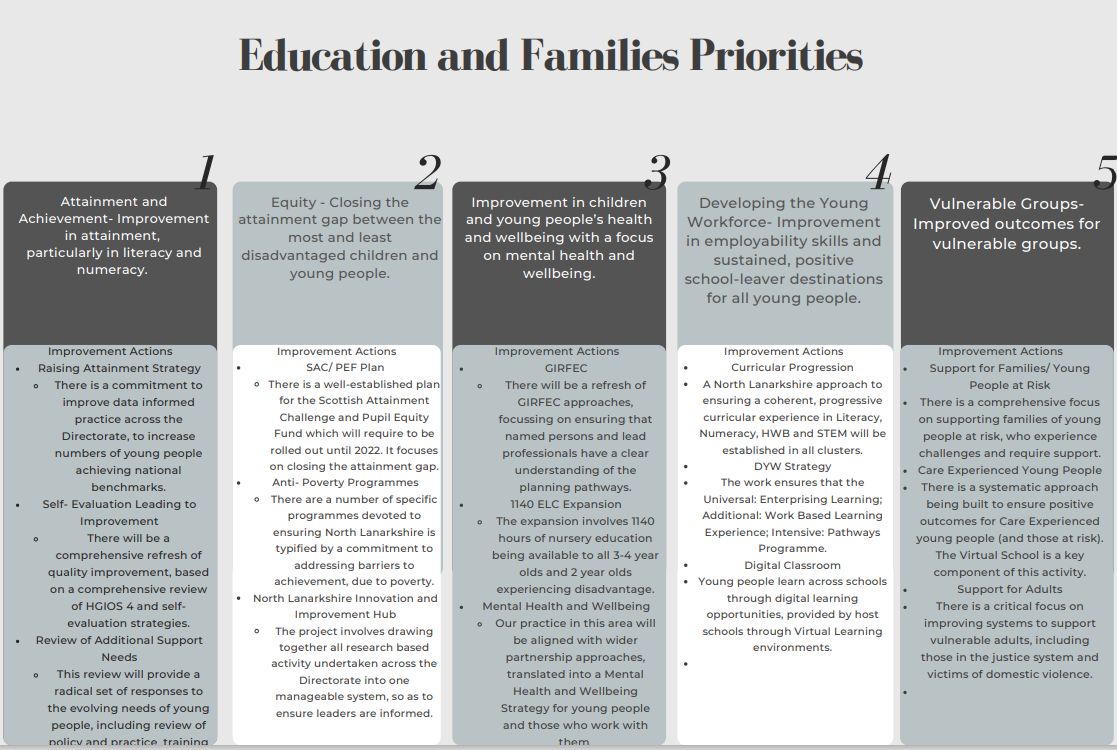
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2025-26**

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| **School:** | St Patrick’s PS & NC, Coatbridge |
| **Cluster:** | St Andrew’s HS |
| **Head Teacher:** | Mrs Jacqueline Hagerty |

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| Improvement Plan Summary | |
| School Priority 1: | Learning, Teaching and Assessment |
| School Priority 2: | Play and Outdoor Learning |
| School Priority 3: | Parental Involvement |
| Nursery Class Priority: | Learning, Teaching and Assessment |

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**School Vision and Values**

**“A Community of Faith where we live, love and learn together.”**

**Honesty Respect Kindness Trust**

The school community of St Patrick’s work together to provide a learning environment that's

welcoming, nurturing, positive and motivating where all learners are supported, encouraged

and inspired to reach their full potential.

We work collegiately to foster an inclusive ethos which promotes independence and

increases confidence, where learners recognise their success, talents, and achievements.

Pupils take ownership and responsibility and are active participants in their own learning.

In doing so, we create an ethos of inclusion, mutual trust, and respect, where everyone

is valued and equal.

At St Patrick’s we ensure that we are getting it right for all our children by embedding the

principals of GIRFEC.

We develop skills for learning, life, and work so our pupils will be equipped to meet the

changes in their lives ahead and foster a concern for the quality of their immediate

environment.

We enable all children to have high aspirations to develop their capabilities as confident

individuals, successful learners, effective contributors, and responsible citizens to society.

We develop an inclusive environment built on positive, caring relationships based on trust

and respect, ensuring health and wellbeing is central to all.

We build on and extend positive, effective partnerships, through the promotion of Gospel

values, with Parish, School, and Wider Community.

**Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families’ priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners.

**Details of engagement (pupils, parents/carers, partners)**

We endeavour to further develop relationships and create valuable opportunities to work

with our parent body. This will be achieved through engagement with the Parent Council

and PTA.

Parental involvement will continue to be utilised through feedback and evaluations.

We will continue to involve our parents as partners with curricular evenings and workshops with staff within the school and visiting specialists when appropriate.

We will work in partnership with our parent forum to renew and refresh our Curriculum Rationale.

Nursery parents will be consulted on matters, when appropriate, via workshops, questionnaires, and events.

Pupils will continue to be fully involved in the work of the school by engaging in pupil

learning conversations, pupil focus groups and developing the young workforce.

Pupils will continue to contribute to improvement planning via set focus groups to

self-evaluate learning across the school and during group time with the use

of the ‘How Good is OUR school?’ document.

Pupils will also be involved in responsive planning for their own learning as well as being

involved in peer/self-evaluations through class activities.

If your annual improvement priorities are part of a wider, longer term, 3-year strategic plan, please use the template below to outline your longer-term plan. (This overview is optional and does not need ot be completed but will provide an overview of your improvement journey.)

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|  | Priority 1 | Priority 2 | Priority 3 |
| Year 1: Session 2025-2026 | Learning, Teaching and Assessment | Play and Outdoor Learning | Parental Engagement  (Year 2) |
| Year 2: Session 2026-2027 | Learning, Teaching and Assessment |  |  |
| Year 3: Session 2027 - 2028 | Learning, Teaching and Assessment |  |  |

**2025-26 Improvement Plan**

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Learning, Teaching and Assessment – Core Programme Year 1** |
| Person(s) Responsible  Who will be leading the improvement? | **SLT** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 3, 5** | | **NIF Driver: 1, 2, 4** | | | |
| **NLC Priority: 1, 2** | | **QI: 1.2, 2.3, 3.1, 3.2** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Through rigorous self-evaluation using HGIOS 4, staff RAG evaluations of moderation cycle and quality assurances processes highlighted the need for staff to engaged in quality CLPL to support teaching, learning and assessment. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.  **Working closely with Pedagogy Practitioners within the Authority for LTA sessions. Core Programme – Year 1.** | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Enhance and build staff confidence in using assessment evidence to plan next steps and interventions  Improve the consistency of high-quality learning and teaching across all stages in all curricular areas. | Staff will participate in the NL LTA core programme  Planning days introduced to support staff plan collegiately and make use of Benchmarks.  Assessment calendars created for each level which will support staff in making effective use of assessment data  Introduce staff peer observations to share effective practice.  Moderation will be refined to ensure quality professional dialogue across stages to ensure quality and consistency in teacher professional judgement | | **Quantitive:**  Tracking of attainment data in Literacy, Numeracy and other key curricular areas.  Robust quality assurance to monitor impact of interventions  **Qualitive:**  Playback Ice dashboard  NSAs at P1, P4 & P7 will provide diagnostic information to support teacher judgements.  A range of assessment approaches including both formative and summative  Pupil learner conversations and pupil focus groups using wee HGIOS |  |  |
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| **Final evaluation (for submission):** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Play & Outdoor Learning** |
| Person(s) Responsible  Who will be leading the improvement? | **SLT - whole school priority** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority:** | | **NIF Driver:** | | | |
| **NLC Priority:** | | **QI:** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC:** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  As a school we recognise the need to enhance learner engagement. Teacher observations have highlighted that some pupils struggle with problem -solving, communication and independent thinking within the more traditional classroom context. In addition, pupil wellbeing surveys and staff feedback suggest that not all children are demonstrating the levels of confidence and self-regulation needed to fully thrive. To address these areas, we are prioritising the development of play-based and outdoor learning approaches. By embedding high quality play and outdoor learning across the curriculum, we aim to improve learner engagement, raise attainment, and support the development of confident, resilient, and independent children. | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.  **Training and Professional Development:** CPD for staff in play-based pedagogy and outdoor learning approaches from Local Schools Nature Grants. - free  Possible visits to other schools – free  **Play Based Learning Resources:** Open-ended materials: construction sets, loose parts, role play equipment, small world play etc,. – partly PEF / PTA funded.  **Outdoor Learning Equipment**: Weather- appropriate clothing, waterproofs. – donations / PTA funded  Loose parts for outdoor play (crates, tyres, planks, tarpaulins). – PEF / PTA funded / donations  Tools for exploration (bug kits, magnifying glasses, clipboards, measuring tools, gardening tools) – PTA funded / PEF / donations  Natural play installations (mud kitchen, sandpit, den-building materials) – PTA funded / PEF / donations  **Grounds Development**: Safe storage sheds for outdoor equipment. PTA funded / PEF | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| **Increased engagement:**  By the end of term 1 we would expect to see higher levels of pupil engagement and enjoyment in learning, this will be evidenced through learners observations and pupil voice.  **Improved Wellbeing:**  By the end of the term, pupil wellbeing survey results will show an increase in children reporting feeling confident, active and happy in their learning.  **Application of Skills Across the Curriculum:**  By the end of the term, most pupils can evidence transfer of skills (e.g. applying numeracy in outdoor measurement, literacy through storytelling outdoors) as recorded in assessments and samples of their work. | **Professional Learning and Capacity Building (Teacher Professionalism / School Leadership)**  Provide targeted CLPL from Local Schools Nature Grants - this will be on play-based pedagogy and outdoor learning – linking to Realising The Ambition.  Facilitate peer observations, professional reading, and learning rounds to share effective practice.  Empower staff to champion play and outdoor learning across stages.  **Curriculum Development and Planning**  Review and adapt curriculum planning to embed play-based and outdoor learning across literacy and numeracy, STEM and Health and Wellbeing.  Develop progressive pathways showing how skills and experiences build from ELC through upper primary.  Use a range of assessment strategies to capture progress in collaborative, creative and practical contexts.  **Environment and Resources (School Improvement / Parental Engagement)**  Enhance indoor and outdoor environments with flexible, open ended resources and outdoor play equipment.  Audit school grounds and local community spaces to utilise. | | **Short-Term (0–6 months)**  **Focus: Implementation and early indicators of change**  Quantitative:  Baseline and follow-up data from pupil wellbeing surveys  Engagement ratings or participation levels recorded during play/outdoor sessions  Staff surveys on confidence and frequency of using play/outdoor strategies  Qualitative:  Teacher observations and learning walks focused on engagement, independence, and collaboration  Pupil voice – focus groups, or reflective journals  Professional dialogue through staff meetings or planning sessions  **Medium-Term (6–12 months)**  **Focus: Changes in practice and learner outcomes**  Quantitative:  Tracking of attainment data in literacy, numeracy, and other key areas  Monitoring attendance and behaviour data for improvements in motivation and regulation  Frequency and breadth of outdoor/play-based learning documented in planning  Qualitative:  Case studies of identified pupils showing improvements in confidence, problem-solving, and communication  Continued pupil and staff feedback (surveys, interviews, class discussions)  Reflections in teacher professional learning logs or action research notes  **Long-Term (12+ months)**  **Focus: Sustained impact and strategic embedding**  Quantitative:  Comparison of year-on-year attainment and engagement data  Pupil wellbeing and engagement survey results Staff self-evaluation on curriculum delivery and learner impact  Qualitative:  Whole-school evaluation reports and stakeholder feedback  Parent/carer voice on child confidence and engagement outside school  Inclusion in improvement planning and curriculum rationale |  |  |
| **Final evaluation (for submission):** | | | | | |

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| Priority 3: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | **Increased Parental Involvement in our School and Nursery community (Year 2)** |
| Person(s) Responsible  Who will be leading the improvement? | **SLT** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 3** | | **NIF Driver: 2, 5** | | | |
| **NLC Priority: 2, 5** | | **QI: 1.3, 2.5, 2.7** | | | |
| **PEF Intervention: 2, 9, 10** | | **Developing in Faith/UNCRC: Article 3, Article 28** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  **Research consistently shows that when parents and carers are more engaged in their child’s learning—and are supported to do so—it leads to better attainment and achievement outcomes for pupils. We will continue to develop strong partnership approaches with our school community (parents as partners), which will improve outcomes for learners and continue self-improvement for our school, nursery and community.** | | | | | |
| **Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| What will be the benefit for learners (be specific)? | What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers. | | What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) |  |  |
| Encourage parental involvement in classroom support, learning at home, and school decision-making.  Continue to Improve quality and frequency of communication by increasing digital engagement (school blog, sharing learning via class newsletters, weekly HT updates).  Further deepen parent participation in school evaluation and improvement.  Integrate parent feedback into self-evaluation, improvement plans, and wellbeing initiatives.  Engage parents in targeted equity efforts like Parent Councils and the Pupil Equity Fund. | Refine our online presence/communication by using multiple channels to communicate (School Blog, Nursery journals, emails, texts etc). Ensure 100% of parents have access to these.  Provide translated materials and interpreter services for families with English as an Additional Language (EAL).  All class teachers to be involved in creating Class Termly newsletters to be more interactive with learning showcases at every stage.  Monthly daily mile, coffee mornings with most parents/carers.  Stay and Play with Nursery and P1 pupils. Some parent helpers to support aspects of learning across the school day.  Include parents in self-evaluation processes using tools like HGIOS4 and the Family Engagement Toolkit.  Create parent focus groups with identified outcomes. Homework/literacy etc  Involving most parents at the earliest stages of planning.  Targeted support to be offered to those families who have been identified through the 6 new drivers (families with three or more children, lone parent families, household where someone is disabled, minority ethnic families, families with a child under 1) | | Engaging parents and families – Education Scotland toolkit  Parental feedback – via Microsoft teams, verbal, surveys  Refine how we monitor and evaluate our work with parents as partners.  Through our yearly calendar, ensure termly checkpoints.  Monitor participation in any planned offering to parents/carers to gauge success  Establish parent volunteer groups beyond the formal Parent Council to gather more diverse voices and experiences.  Use participatory budgeting (e.g. via the Pupil Equity Fund) to let parents help decide how some school resources are spent.  Use pupil voice to express how parental support helps their learning. |  |  |
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| **Final evaluation (for submission):** | | | | | |

**PEF ALLOCATION: £68, 000**

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**EQUITY PLAN 2025-26**

*(Internal recording; random sampling of PEF/Equity Plans*

*will continue throughout the session).*

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| **Rationale for EQUITY (PEF) plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.  **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**.  Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression. |
| **Priority 1 –**  **Learning, Teaching and Assessment** |  | **2 x PEF match funding 0.6 FTE teachers.** | **Both PEF teachers will take on the role of ‘job share’ with substantive members of staff who are smarter working within a class. This will enable senior management to deliver learning support across the school with a view to addressing the poverty related gap** | **Categorisation of support to provide an overview of the levels of intervention within key curricular areas for all pupils within the school.**    **Interventions will be delivered to identified groups of children and progress monitored throughout.**    **SLT will support key stages during their delivery of numeracy and literacy to bring the attainment levels to NL average.**    **Resources purchased will support the delivery of key curricular areas and will be shared with families/carers.** |
| **Priority 2 –**  **Play and Outdoor Learning** |  | **By embedding high quality play and outdoor learning across the curriculum, we aim to improve learner engagement, raise attainment, and support the development of confident, resilient, and independent children.** | **Open-ended materials: construction sets, loose parts, role play equipment, small world play etc,. – partly PEF / PTA funded.**  **Loose parts for outdoor play (crates, tyres, planks, tarpaulins). – PEF / PTA funded / donations**  **Tools for exploration (bug kits, magnifying glasses, clipboards, measuring tools, gardening tools) – PTA funded / PEF / donations**  **Natural play installations (mud kitchen, sandpit, den-building materials) – PTA funded / PEF / donations** | **Whole-school evaluation reports and stakeholder feedback**  **Parent/carer voice on child confidence and engagement outside school**  **Inclusion in improvement planning and curriculum rationale** |
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Appendix 1:

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

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| **UNCRC** | **HGIOS 4** | **National Improvement Framework** |
| 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  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 | 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  **PEF INTERVENTIONS**   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   **EDUCATION AND FAMILIES’ PRIORITIES**   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   **A QUALITY FRAMEWORK FOR ELC**  **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  **2 Children thrive and develop in quality spaces**  2.1 Children experience high quality spaces  **3 Children play and learn**  3.1 Play and learning  3.2 Curriculum  3.2 Learning Teaching and Assessment  **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 | **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 ; 5. Improvement in attainment, particularly in literacy and numeracy.   **NIF Drivers**   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   **NIF Outcomes**   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 the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 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. |
| **Developing In Faith**  ***Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.*** | | |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life  2. Developing as a community of faith and learning  3. Promoting Gospel Values  4. Celebrating and Worshiping  6. Serving the common good. | | |