St. Patrick’s Primary School and Nursery Class

Establishment Improvement Plan and Standards and Quality Report

Session 2014/2015

Holy Cross Learning Community
Section 1: Standards and Quality Report

1 A  Introduction, Statement of Purpose and Improvement Objectives and Aims of Learning Community

1 B  Establishment aims

1 C  Establishment Standards and Quality

Section 2: Planning for Improvement

2 A  Establishment Position in Relation to Education Resources Improvement Priorities

2 B  Improvement Priority Action Plan – Option 1
Standards and Quality Reporting – Guidance for Establishments

Purpose

Standards and Quality reporting was introduced by the Standards in Scotland’s Schools etc. Act 2002, making it a requirement for all establishments to publish an annual report on progress made in establishment improvement over the previous year. The Act also placed a requirement that the report should be made available to all stakeholders.

The main function of the Standards and Quality reports is to provide information about the strengths and areas for improvement of an establishment. It should include reference to how information was evaluated and the extent to which the establishment has been effective in securing improvements.

In order to demonstrate adherence to requirements within the Act, School/Establishments should use their Standards and Quality Reports to:

- report to parents/carers by making it available to the Parent Forum; discuss the report at the Parent Council or PTA; or use the report as a basis for a presentation at the AGM of the Parent Council;
- demonstrate the link between self-evaluation processes, evaluative statements and the priorities identified in the establishment Improvement Plan;
- celebrate success; and
- report to Education Resources and other agencies such as Education Scotland.

General Principles:

- the Standards and Quality Report should clearly detail the establishment’s strengths and areas for improvement;
- any statements made should be based soundly on the outcomes of the establishment’s self-evaluation processes;
- it should be evaluative with some relevant descriptive detail to explain the evaluations;
- it should contain evaluations using HGIOS3 and/or TCATC2;
- evidence gathering should be an on-going task, reflecting the dynamic process of effective self-evaluation;
- the evaluative statements about progress made on the previous improvement plan should be woven throughout the text rather than detailed separately;
- each section should make specific reference to:
  1. how evidence was gathered;
  2. impact of actions taken; and
  3. the next steps (priorities, actions and measures for next session).
Guidance for Standards and Quality Reports

1. Within the text there should be greater emphasis on conclusions derived from data rather than raw data itself. E.g. From a recent questionnaire focussed on pupil engagement, it was found that most pupils felt that the school/establishment provided them with a high quality of education, however they would like to be provided with more opportunities to talk with teachers about their learning. 83% of pupils felt that their learning in school/establishment was helping them in becoming more confident; and

2. The report should include evaluative comments on assessment and achievements for example SQA examination results, ASDAN, Duke of Edinburgh or other similar awards. E.g. The overall improvement in literacy is now very good and is strongly reflected at all stages across the school/establishment. During the programme of planned classroom/playroom visits for last session, which focused on active learning in mathematics, there was clear evidence that all pupils were actively engaged and motivated in their learning.

The Framework:

It is recommended that the Standards and Quality Report for each establishment should follow the structure outlined within the template provided.

The report should be split into three broad sections:

1A: Introduction, Statement of Purpose and Improvement Objectives and Aims of the Learning Community;

1B: Establishment aims;

1C: Establishment Standards and Quality

Each of the questions highlighted in each section is linked to one or more quality indicator which should be used to inform evaluations.

Submission of reports:

The establishment report should be submitted electronically to Education Resources (Kay Anderson, Clerical Assistant: kay.anderson@southlanarkshire.gov.uk) no later than the end of 25th June 2014.
The Standards in Scotland’s Schools etc Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Saint Patrick’s Primary and to celebrate our successes.

**Saint Patrick’s Primary School and Nursery Class** serves the town of Strathaven, the villages of Glassford, Chapelton, Sandford and Stonehouse, and the rural areas to the south and west of Strathaven. The main building houses three classrooms plus dining/gym hall and administrative office. Further accommodation is provided by four hatted classrooms within easy access of main building. In addition, there is a separate nursery building. The school has a pleasant location, bordered by grassed and garden areas.

Currently there are 125 children on the school roll and there are 6 classes formed. The building is designed to accommodate 6 classes. There is a staffing compliment of 7.4 teaching staff and 5 Support staff.

---

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others.

The staff of St. Patrick’s Primary School and Nursery Class wish every child to be safe, secure and happy at school and to enjoy being a valued member of the school community. This is fostered through developing a sense of equal opportunities and social justice, the encouragement and the practice of good manners, a positive attitude to work, initiative and self-reliance.

We endeavour to provide an excellent educational experience, where expectations are high, achievements recognised and respect for self and others is fostered in a Catholic atmosphere.

This is an establishment where every child is given the opportunity to reach his or her potential in an atmosphere of mutual respect.

We aim to promote positive behaviour and a healthy attitude to school life.

We are anxious to work in partnership with parents the Church and the local community in helping each child in our school to reach the highest measure of success which he/she is capable of, and recognising and developing any special skills he/she has, academic, physical or aesthetic.

We aim to preserve an attitude of pleasure and excitement in learning, so that each will become a self disciplined, independent learner with a good self-image.

We aim to provide a range of extra curricular activities in blocks across the school session. In session 2014-2015 we plan to offer football, netball, table tennis, recorder, art and craft, choir, dance and athletic classes.
The vision of South Lanarkshire Council is to ‘Work Together to improve the quality of life for everyone in South Lanarkshire’.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

Aims of the Learning Community

All staff in establishments and teams in the Holy Cross Learning Community are committed to working together to:

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- develop the spiritual capacity of all young people through the promotion of a set of core values which meet the aspirations of all parents and, in particular, the Catholic communities served by the learning community;
- promote and secure equality and help every young person benefit from education with particular regards to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children’s respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors, and
- create and maintain environments which are conducive to high quality learning and teaching.
<table>
<thead>
<tr>
<th></th>
<th>Establishment Aims</th>
</tr>
</thead>
</table>
| 1. | **Key performance outcomes**  
To provide a progressive and challenging curriculum embracing the aims, visions and values of Curriculum for Excellence allied to the highest quality of teaching and learning. |
| 2. | **Impact on learners/Impact on children**  
To ensure that all children maintain high and realistic expectations and are provided with high quality experiences in order that they develop to their fullest potential within a climate where learners are motivated and actively involved in their own learning and development. |
| 3. | **Impact on staff**  
To ensure staff are fully committed to and actively involved in, the life of the school. They are motivated, committed, reflective and eager to assume leadership roles related to the improvement priorities of the establishment. |
| 4. | **Impact on the community**  
To ensure that parents, carers, families and the whole-school community are committed to and are provided with opportunities to become actively involved in the life of St. Patrick’s Primary School and Nursery Class and help produce young people who can effectively contribute to society. |
| 5. | **Delivery of education**  
To provide an establishment which provides an inclusive, challenging curriculum which meets the needs of all learners; where attainment and achievement is recognised; where partnership is sought and all stakeholders are treated equally and with respect; where planning and assessment procedures ensure that opportunities are maximised for all pupils within a safe and caring environment. |
| 6. | **Policy development and planning**  
To provide a range of policies and improvement objectives for all areas of the establishment where all staff are actively involved in their formulation and evaluation. |
| 7. | **Management and support of staff**  
To provide a warm, harmonious environment which fosters a sense of identity and pride; where everyone is valued and teamwork is promoted; where communication lines are open and clear; where staff are effectively deployed with clear remits and have opportunities provided to enhance their professionalism. |
| 8. | **Partnership and resources**  
To provide quality resources which are sufficient in their range and appropriateness and are utilised to their fullest potential to benefit the whole school community. To embrace partnership with a range of agencies where an ethos of openness and clarity is evident. |
| 9. | **Leadership**  
To provide high quality leadership within a professional climate where commitment and the aims of the school are overtaken through a process of consultation, planning, implementation, monitoring and evaluation. |
### How well do our children learn and achieve?

#### Existing Strengths:
St. Patrick’s Primary School staff are committed to ensuring continuous improvement. We are constantly striving to raise standards of attainment and achievement across all curricular areas. Targets set for individual learners are consistently met or overcome. Rigorous monitoring by the Head Teacher confirms that all children are highly motivated and eager participants in their learning and there is clear evidence of high quality learning and teaching. Children are enthusiastic and have very positive attitudes to learning. They take responsibility for and are actively engaged in their own learning and development. Pupil Voice is very strong throughout the establishment. Our learners are confident that their views are sought and acted upon. They play a significant role in improving the work of the school and they feel valued. Learners feel safe, nurtured, healthy, achieving, active, included, respected and responsible and help to develop these qualities in others.

The climate and relationships within the school are outstanding which sets the tone for children's learning and achievement.

The pupils are eager participants in their learning. They are confident individuals who are actively involved in their own learning and development and show increasing skills as learners. Almost all pupils are progressing well (and a large percentage achieving above their chronological age) and readily discuss their achievements both within and outwith the school community.

Pupils have high expectations of themselves and others. They have a sense of achievement and respond well to opportunities to exercise responsibility. Pupils within St. Patrick’s have high aspirations and this is evident in their positive approach to learning activities experienced, attainment and their willingness to improve on their performance.

Learners contribute effectively in the life of the school and wider community. Assessment for learning approaches means that pupils are actively engaged in their learning and almost all are able to explain what and why they are learning and express a preference of which Learning Style suits them best. Children work well with each other in a collaborative manner, learning through discussion and problem-solving approaches. Discussion with children shows that most are confident in talking about how well they are doing and what they need to improve to make further progress.

There is a good level of involvement of pupils and parents in arrangements for reporting and this helps to set targets in learning.

Children have opportunities to contribute to the life of the school. This year the children have entertained older members of the community and raised in excess of £5000.00 for The Ronald McDonald House at Yorkhill Hospital, Water Aid, Riding for the Disabled and PoppyScotland – a remarkable amount by any standards!

Ronald McDonald House informed the school that they had now raised £5753.14 over the years and as a result had been awarded the prestigious status of House Patrons – the first school in Scotland to achieve this status since the House opened in 1996. This is a wonderful honour for the children of St. Patrick’s who are a credit to their parents and their school.

The pupils of St. Patrick’s Primary School are successful and confident learners who contribute much to the life of the school and the wider community. The pupils are involved in a wide and varied range of learning experiences both within and outwith the school. We offer enhanced opportunities for learning through a number of after-school clubs and children have worked very successfully alongside their friends in neighbouring schools in participating in Learning Community and community events (e.g. Gala Week, Fairtrade).

The refining of Pupil Learning Logs has allowed children to plan their pathway through learning and to evaluate their progress towards meeting prescribed targets. Our Curriculum Days/Evenings/Showcase Events continue to enable children to celebrate success with school staff, their peers, parents and community members. The children have a very clear understanding of where they are with their learning and what they need to do to improve.

All primary 7 have a range of opportunities to lead and take on responsibilities through their Houses, Pupil Council and various committees. Staff plan tasks and activities very well to meet the needs of all
children who contribute to their own learning and work well together to achieve success. Children enjoy a broad curriculum which develops their skills in key curricular areas and are achieving very well. Throughout the school, children are making very good progress in Literacy and Numeracy. In listening and talking, children are highly skilled in their ability to interact with others. Following a focus on, the monitoring of children’s writing, there is clear evidence that children are producing writing of a higher quality. In mathematics, many more activities are now linked to real-life contexts, including financial matters.

**Areas for development:**
We understand the need for continuous improvement in learning. Next session we will be working on further improving our learners’ attainment and opportunities for wider achievement. We will continue to embed and work on existing good practice with *Health/Eco Weeks* and *Science Week* and develop *Outdoor Learning events* despite the constraints of the building and our grounds – this will be a high priority as we approach the planning stages for our new school. We will ensure that our current practices and teaching approaches meet the purposes and principles of Curriculum for Excellence in the light of existing and emerging guidance. We will continue to progress the development of literacy, numeracy and health and wellbeing across all curricular areas. Literacy assessments will continue to be developed and refined at Early, First and Second levels. Improved pupil tracking sheets will continue to be developed and refined at all stages throughout the establishment. Improved opportunities for developing approaches to moderation will be evident across the Holy Cross Learning Community. We will continue to develop skills for citizenship and life-long learning.
**1C How well does the establishment support children to develop and learn?**

**Existing Strengths:**

In St. Patrick’s Primary School our curriculum has a clear rationale based on shared values and learners’ entitlements and develops the four capacities. We have a clear and shared strategy for the development of literacy, numeracy and health and wellbeing across the curriculum.

The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. The curriculum is designed to raise standards of attainment and achievement, advance equality of opportunity and reduce disadvantage. Our curriculum is dynamic, it reflects innovation and is flexible to meet the needs and interests of our pupils.

Staff respond to and meet the needs of all learners and are delivering the entitlements to a broad general education.

Children inhabit a bright, vibrant, stimulating, well-resourced environment which recognises the importance of effective organisation. As a result, our children are provided with stimulating and engaging learning experiences across all areas of the curriculum.

Staff interaction is of a high quality and praise is used skilfully to promote learners experiences and achievements. Our school has a very inclusive culture and places a high importance on supporting learners social, emotional and learning needs.

Teachers are using their walls as interactive tools to ensure depth in the children’s understanding of literacy and numeracy. Children are consulted by staff and make decisions about what they want to learn.

Tasks and activities are designed to encourage and support children to work things out for themselves, giving them input and shared ownership of their learning experiences, thus helping to endorse independent learning.

Within St. Patrick’s Primary School learning experiences are matched to the needs of individual learners and groups with differing abilities or aptitudes. Activities and resources provide appropriate support and challenge to enable all pupils to maximise their progress.

The quality of feedback from the staff and their peers make them aware of their progress and strengths as learners.

St. Patrick’s School Community has confidence in its ability to achieve. Staff set consistently high expectations of pupils’ achievements, attendance and behaviour and share these with pupils and parents.

Pupils are confident that, when and where possible, their views will be acted upon. The pupils feel safe, secure, respected and they help to develop these skills in others.

We provide programmes and teaching approaches well matched to pupils different abilities and take a very proactive and effective approach to supporting all pupils and their families. We support pupils to develop and learn very well by providing a range of stimulating learning activities which support and challenge learners to allow them to make good progress. The staff within the school do all they can to ensure that pupils’ are not at risk from missing out on educational opportunities. Staff set challenging but achievable targets for pupils, enabling pupils to achieve success. All teachers use stimulating and exciting approaches which help young people to learn. Increasingly, teachers use information and communications technology very well to enhance learning for pupils. Our young people’s learning is enriched through the effective use of ICT. All staff have high expectations about the behaviour and the quality of work expected of pupils and provide highly effective support and challenge in their learning.

An appropriate pace of work is set in all classes. Support Assistants are well deployed although we now need to plan better and record how they support learning and teaching in the class. Children who require additional help with their learning are well supported and are making good progress. Effective relationships have been further developed with outside agencies and other professional bodies.

Visiting specialists share their knowledge with staff to enhance children’s development. Partnerships with other schools in the Holy Cross Learning Community and local area support the sharing of good practice. We are continuing to develop our existing very good practice of working with parents and partners to ensure that pupils with barriers to learning are very well supported.

Across the school, we have extended the use of the Curriculum for Excellence experiences and outcomes effectively to improve many programmes and learning approaches. This has been particularly successful in Mathematics, Writing, Reading, HWB and Science where we now judge
ourselves to have very strong planning formats in place. As a result, children receive a broad and balanced curriculum which increases their knowledge and understanding and develops their skills very well. Staff have met with HT in groups to discuss planning for learning and constantly look to refine and improve planning formats to ensure improvement.

Staff across the school have worked extensively to develop systems in moderation and assessment for the different levels of Curriculum for Excellence. Staff use a range of evidence to monitor and evaluate the impact of curriculum change on outcomes for learners to inform on-going improvements in provision.

Within St. Patrick’s Primary School assessment involves planned and high-quality interactions with the pupils and is based on thoughtful and probing questioning related to learning outcomes. Clarity of purpose for learning experiences is evident. A range of AifL strategies are used to engage pupils in discussions about understanding and progress. High-quality feedback is provided to help them understand the next steps in their learning. Pupils are given the opportunity to assess their own progress and regularly engage in peer evaluation. Adjustments to planning and learning activities is undertaken to ensure that learning outcomes reflect the needs of the pupils.

High-quality learning experiences using understanding of pupils’ learning and development and of learning outcomes are carefully planned. Staff successfully plan and implement coherent, differentiated and progressive programmes of study across all curricular areas, demonstrating awareness of cross-curricular links and interdisciplinary learning. Staff know and respond to individual needs, support particular aptitudes and talents, and build upon previous learning. Staff set challenging but achievable targets.

Summative and formative assessment information is used very well by St. Patrick’s Primary School staff to evaluate learning and teaching strategies. It also helps to inform and improve practice, leading to better outcomes for pupils. Staff share assessments with colleagues to agree consistent standards, track pupil progress and use information to plan future learning. Manageable arrangements for record keeping assist in tracking and reporting on pupils’ progress. Parents receive regular and up-to-date information, including comprehensive written reports on their children’s progress across the curriculum, their wider achievements, pastoral needs, their strengths and next steps in learning. Staff are available for consultation each day, if requested, reinforcing the high commitment to partnership working throughout the establishment.

We have very well-developed pastoral and curricular arrangements to support children as they move from primary to secondary school Holy Cross High School. We work with our secondary colleagues in providing a number of opportunities where staff work together and pupils get to know secondary school staff. The pupils also benefit from a two day visit to secondary which concludes the efforts to ensure a seamless transition.

St. Patrick’s Primary School encourages parental involvement in the life of the school. The involvement of parents is planned and purposeful. It is a two-way partnership. St. Patrick’s Primary School is proud of its welcoming, “family” environment for both parents and pupils. The participation of parents in their children’s care and learning is actively encouraged. The school supports parents well in understanding and taking an active part in discussions about their children’s progress and ways of working together on their next steps in learning. Parents and carers are supported by information evenings in the High School. Primary and secondary staff undertake transition meetings to share information regarding attainment, achievement and pastoral information to facilitate planning to take account of prior learning. We will continue to work within our learning community to continually improve our transition programmes to impact positively on or learners.

Our Health/Eco Days continue to have a positive effect on the children and provide a crucial part of our Health and Wellbeing programme. The session the school achieved Green Flag status. All staff are committed to the ethos of promoting the Mental Wellbeing of the children and each other.
Areas for development:
Build in opportunities for progression in knowledge and understanding and skills (in IDL). A greater emphasis on planning for progression, coherence and improving curricular transitions. We will take forward Improvement Plan Priorities through establishment and Learning Community working parties with a strong emphasis on Science development. We will develop stronger links throughout the Learning Community for Nursery Transition. We will continue to work as a group within the Learning Community. There will be continuing engagement with Holy Cross High School staff (and other secondary and Learning Community colleagues), to build on pupils prior learning experiences within the Curriculum for Excellence framework. Appropriate curricular materials and bridging units e.g. Mission X will be further developed and implemented. Greater opportunities for inter-disciplinary working will lead to increased levels of awareness of health and wellbeing. Eco School’s Green Flag status has been achieved and staff will continue to identify opportunities for sustainable development education within the curriculum and in particular within emerging experiences and outcomes. All staff will respond to the recommendations contained in the Scottish Government 1+2 Report.
1C How well does the establishment improve the quality of its work?

Existing Strengths:
The staff of St. Patrick’s Primary School demonstrate a clear and shared understanding of what is involved in providing high quality education for all pupils within the school. They are motivated and all involved in improving the quality of the school.
Within St. Patrick’s Primary School, the staff feel valued, consulted and supported, and are secure that their views and skills, individually and as teams, influence how the school improves the quality of its work and its impact on the young people within their care. The staff have very positive views on conditions of work, facilities and services, career review and professional development opportunities. Staff are enabled to provide high-quality education.
Rigorous monitoring and discussion with staff ensures high quality learning and teaching. Staff have a shared commitment to providing the best experiences to equip children to be successful throughout their lives. This vision permeates every aspect of the school’s work and underpins its arrangements for staff self-evaluation and improvement.
We have very effective approaches for identifying our strengths and are highly committed to improving our school. There is a very strong and effective commitment from all staff to developing a culture of improvement through self-evaluation and this has consistently led to continuous improvements across the life and work of the school.
All staff are consistently engaged in reflecting on the impact of professional development opportunities, the impact of Improvement Plan outcomes and the impact of the use of working time agreement in raising standards.
Staff effectively use nursery and school systems to gather targeted information on children’s and parents views, reporting back to children and parents on how their views have been taken into account when planning improvements.
All staff are reflective practitioners who work in an environment where self-evaluation and reflection informs current practice and future planning. All staff have undertaken a range of professional development activities in-house, designed to allow them to meet the needs of learners and deliver Curriculum for Excellence more effectively. Teachers have taken on a range of leadership roles to take forward new initiatives across the school. This year we have focused our improvement planning on implementing Curriculum for Excellence by reviewing and improving current practice and building on the very many strengths that exist in the school.
This session has seen very successful developments undertaken in Literacy and Numeracy, planning, assessment and moderation, Health and Wellbeing, RE, Science and Eco/Sustainability and secondary transition activities within Holy Cross High School.
We expect high standards in achievement, attainment and behaviour. We deal with issues in a restorative way where we can.
Teachers work together to share effective practice in learning and teaching more regularly through professional discussion and by observing each other teaching. Evidence from staff discussion, lesson observations and staff views gathered using HIGIOS have been used to set our priorities in the School Improvement Plan and for teachers’ continuing professional development.
Pupil Voice within the school is very strong. Children are constantly given opportunities to discuss their progress with their teachers. This helps them to identify how to improve their learning. We are confident that this rigorous approach to evaluating our work will allow us to continue to improve motivation and achievement across the school and raise levels of attainment.
Staff continually evaluate learning experiences provided and the impact of these experiences and the outcomes they achieve. The staff, also, continually evaluate their role in implementing learning experiences provided. Planning is carefully addressed and is done in consultation with the Parent and Pupil Council, especially where curricular innovations, adaptations to meet the needs of learners, opportunities for choice and specialisation occur.
Programmes of study within the school are stimulating, challenging, relevant and enjoyable. Staff respond to, and meet the needs of learners. Timetables established support progression within curricular areas and links between areas of learning. Teaching staff develop learners’ literacy and numeracy skills appropriate to the curriculum area. The curriculum within St. Patrick’s Primary School promotes wider achievements very well and learners grow as citizens.
The staff within St. Patrick’s Primary School ensure that when learners transfer to or from the school,
or when they have a shared placement between schools, they maintain continuity and progression in their learning. The school community ensures that learners are creative, enterprising and prepared for the world of work.

The staff within St. Patrick’s Primary School, as individuals and with colleagues, evaluate learning and teaching experiences provided and make improvements, when and where necessary. The school works as a community and with partner agencies to evaluate its performance in order to make effective continuous improvement, ensuring that changes can be made when and where necessary. There are effective systems in operation to gather the views of staff, parents, pupils and others about the quality of the work of the school. St. Patrick’s Primary School focuses on key aspects of pupils successes and achievements both within and outwith the school. It draws on a wide range of advice and evidence which is systematic and transparent. All staff within the school reflect on current practice and evaluate any new initiatives, ideas or changes introduced. Through evaluation procedures, strengths and areas for improvement are clearly identified. Good practice is shared within the school itself, the Holy Cross Learning Community and with others.

School improvements focus particularly on continuing improvements to learning and teaching and the achievements of pupils. The school is committed to acting on the results of self-evaluation and can show clear evidence of improvement based upon action taken as part of self-evaluation.

We are very well placed to take the school forward.

<table>
<thead>
<tr>
<th>Areas for development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation and feedback from the whole school community of pupils, staff and parents will continue. As a staff we continue to engage in professional activities and in rigorous self-evaluation using the HMie documents; <em>How Good is our School 3, Improving Our Curriculum Through Self-Evaluation, Improving Outcomes for Learners Through Self-Evaluation</em> to develop our skills in this area.</td>
</tr>
<tr>
<td>The HT will lead staff in updating the quality assurance calendar to ensure whole school ownership in improving quality in learning. Further develop partnership working.</td>
</tr>
</tbody>
</table>
1C How do we ensure equality and inclusion and promote diversity across our establishment?

(Statement)
Within St. Patrick’s Primary School, the pupils feel safe, secure and welcomed. The needs of the pupils are met appropriately and reviewed on a regular basis. Staff and pupils work alongside partner agencies and services successfully to reduce barriers to learning and allow parents and pupils to fully enjoy the benefits of school life.

Our school provides a high level of emotional support to our learners within a caring environment. We take positive and proactive steps ensuring that factors such as learning environment, family circumstances, health needs or disability, or social or emotional factors which may hinder learning are quickly identified and addressed effectively. Specialist support staff work closely with school/nursery staff and provide very good support to address our learners specific needs. We are highly resourceful and make effective use of specialist agencies and partner organisations in identifying effective arrangements for our pupils with additional support needs. We work very successfully to raise achievement for all pupils and to meet fully their various needs. Our establishment has a very high quality, wide ranging approach to ensure and promote equality and fairness. Relevant staff are closely informed about the progress of and welfare of vulnerable individuals and groups, including looked-after and accommodated children and are alert to their needs. Appropriate systems/paperwork, including Pastoral Notes, ASN Data Capture systems and Single Agency Assessments are updated timeously.

St. Patrick’s Primary School has a culture of inclusion, participation and positive behaviour based on respect and tolerance. Achievable targets are set in consultation with staff, parents and pupils to ensure successful learning. The aims of the school are decided upon by the school community, staff, parents and pupils to ensure the school community has a ‘shared’ goal and ownership of these aims. Staff and pupils within St. Patrick’s demonstrate personal responsibility, compassion and support for others, and actively promote fairness and justice in their interactions with each other. Equality of opportunity is actively promoted within the school. Equality issues are openly and constructively discussed.

Pupils within St. Patrick’s are very confident in recognising and addressing discrimination. In Saint Patrick’s Primary School and Nursery Class, we work together to ensure an ethos and culture of equality, tolerance and celebrating the individual. We appreciate the uniqueness of all as outlined in the Charter for Catholic Schools and use this to underpin our practice and our relationships with others. Co-operation and helping others are important values for our school. The policies and positional statements for Pastoral Care and Welfare are clear and implemented appropriately. The whole school community takes an active role in promoting the care and welfare of others.

Staff understand their roles and responsibilities in ensuring health and safety. To ensure we understand the needs of those at risk of missing out through barriers to learning, all staff participate in annual training in child protection and inclusion, and are confident in this area. Children’s needs and concerns are sensitively and effectively dealt with to ensure there are as few barriers to learning as possible. The staff are alert to the pupils’ emotional, physical and social needs and actively promote their personal and social development through all work undertaken. The staff play close attention to these at times of transition. Staff are mindful of issues of confidentiality. Pupils are actively encouraged to extend their wider achievements, care for others and develop citizenship skills.

St. Patrick’s Primary School has a climate of trust, respect and confidence. Staff and partnership agencies, including resources within the community, support children and their families. Sensitive use of information concerning individuals is made. The pupils’ learning experiences are developed to include knowledge and skills of The World of Work. Many learning opportunities experienced by pupils are very much embedded in Enterprise Projects.

In all classes pupils and their teachers join in Circle Time activities as a way of tackling issues and promoting understanding of feelings and viewpoints. Our senior pupils undertake research and are learning to develop understanding and informed attitudes with regards to Sectarianism and The Holocaust making presentations at school assemblies.
Section 2:
Planning for Improvement
<table>
<thead>
<tr>
<th><strong>2A</strong></th>
<th><strong>Improvement Priorities Session 2013/2014</strong></th>
<th><strong>Progress of Priorities and Impact for Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improve achievement and attainment outcomes in all establishments annually till March 2014.</strong></td>
<td>Achievement and attainment outcomes have continued to rise, in all areas of the establishment, throughout session 2013/2014, as all staff have ensured that their current practices and teaching approaches have met the purposes and principles of Curriculum for Excellence in the light of existing and emerging guidance. Staff have continued to progress the development of literacy, numeracy and health and wellbeing across all curricular areas. All staff are familiar with the SLC Literacy Strategy. Literacy assessments are in place at Early, First and Second levels. Improved pupil tracking sheets are in place at all stages throughout the establishment. This session has seen us (staff) develop/revise: Our Phonic programme and assessment for Primaries 1 – 3, including the production of a PowerPoint presentation to resource the teaching of phonics at Primary 2 and 3 stages. Introduce moderated Numeracy assessments at First and Second Stages to supplement the end of stage T-Jay assessment, so that learning can be reliably tracked at primaries 2, 3, 5, 6 and 7. Revise Tracking formats to include traffic lighting as an indication of progress through the three overarching curricular areas. Implement Moderated Reading Assessments for all stages at primaries 2 and 3 and end of level primary 4, and again for primaries 5 and 6 and end of level primary 7 Supplemented reading texts for <em>Storyworlds Bridges</em> to support the development of accelerated reading by primary 3. Produced reading assessments for the end of each stage of <em>Storyworlds</em> from Stage 1 to Stage 9. Produced reading assessments for <em>Storyworlds Bridges</em> Stages 10, 11 and 12. Introduced the pilot programme for ebooks which we hope to further develop next session, depending on costs. Further develop interdisciplinary learning by additional IDL planners for new topics. Develop our Eco Schools programme by involving all staff and by developing fruitful business links with a number of local/community entrepreneurs (<em>Tesco, Scottish Agricultural Education Services, Chicks for Schools, Mr. Eco Productions, Community Windfarms, Quorn and Asda ...</em>) Further extended Lenten fundraising activities to involve the parish community. Revisited our Additional Support Programme to include baseline assessment in reading and spelling at the start and end of year. Developing online assessments for numeracy and literacy resources for pupils with visual impairment and dyslexia. Produced a tracking format for ASN Pupils to evidence support provided and personnel involved.</td>
<td></td>
</tr>
</tbody>
</table>
This session has seen a higher level of engagement with Holy Cross High School staff (and other secondary colleagues), to build on pupils prior learning experiences within the Curriculum for Excellence framework. This is evidenced by joint-working on appropriate curricular materials and bridging units and the continuing development of a common programme of study for science.

Work on the Mission X bridging unit continues.
Greater opportunities for inter-disciplinary working leading to increased levels of awareness of health and wellbeing.
Improved opportunities for developing approaches to moderation across the Holy Cross Learning Community, are evident.

St. Patrick’s achieved its first Eco School’s Green Flag status on 10 June 2014 and successfully identified opportunities for sustainable development education within the curriculum and in particular within emerging experiences and outcomes.
All staff are familiar with the recommendations contained in the Scottish Government 1+2 Report and next session will see all staff having undergone MPFL training in Spanish following Jonathan Burke and Joanne Murrie’s successful involvement this session.

We have endeavoured to raise parents’ awareness of key factors affecting children’s development and how to make positive changes by helping to ‘give childhood back to children’ through CEOP training and awareness of 21st Century principles.
All staff continue to work in an environment where self-evaluation and reflection successfully informs their current practices and future planning. Staff utilise the basket of strategies (in which St. Patrick’s features) to support their establishment to reflect and improve on their current and future practices.

The revised Sacramental Workbooks for Reconciliation and First Communion have been piloted successfully and are in place, in addition to developments communicated from Motherwell Diocese and SCES. New planning sheets for This Is Our Faith have been developed specifically for composite classes.

St. Patrick’s Primary is one of fifty schools from across Scotland currently piloting the Pope Francis FAITH Award, to great effect. 12 new iPads have been purchased, timetabled and utilized in all classes. The iMovie app has been successfully utilized in creating adverts, short film sequences and evidencing curricular work and innovation throughout the school.

Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2014.

Rights Respecting School activities have progressed following clarification from Motherwell Diocese/SCES and Education Resources with regard to UNICEF policies impacting on the school’s work.
Staff have attended appropriate ASL training, including FPP training.
Equality issues are embedded and mainstreamed into all four capacities of Curriculum for Excellence.
Polish and Slovakian pupils continue to access a curriculum that is challenging and attainable.
All new policies, procedures and guidelines are assessed for impact on all groups with protected characteristics.
<table>
<thead>
<tr>
<th>Progress recommendations of Getting it Right for Every Child (GiRFEC) till March 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff are familiar with the core components of GiRFEC.</td>
</tr>
<tr>
<td>Staff are confident and comfortable in regarding information</td>
</tr>
<tr>
<td>sharing protocols.</td>
</tr>
<tr>
<td>Staff have a very good shared understanding of, and approach</td>
</tr>
<tr>
<td>to, staged intervention and apply this to circumstances to</td>
</tr>
<tr>
<td>ascertain required support.</td>
</tr>
<tr>
<td>Children in need access the level and type of support necessary as soon as practicable, helping them to recover from adversity and thus maintain their educational progress.</td>
</tr>
<tr>
<td>Staff work closely with colleagues from other agencies and each agency commits to following through on agreed actions.</td>
</tr>
<tr>
<td>Pastoral Notes are fully utilized to regularly update information as and when required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase involvement in lifelong learning for young people and adults till March 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An individual parent has continued to overcome barriers to learning and develop literacy skills to an acceptable level. The school and colleagues in Health and ICS will continue to support in this area and encourage them to actively support their children in basic numeracy and literacy activities. Additional resources have been purchased to support parents and staff in this area.</td>
</tr>
<tr>
<td>Parent workshops and intervention strategies have aided parent/carers in assisting their children to develop more fully in meeting the aspirations of the four capacities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress the key themes of self evaluation and leadership in all establishments and services till March 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff confidently assume a wider range of leadership roles and responsibilities. They have grasped ample opportunities to develop their leadership capacities.</td>
</tr>
<tr>
<td>Staff have participated in a wide range of challenging CPD courses and modules.</td>
</tr>
<tr>
<td>They have shared their expertise (AifL/Tapestry, CfE) with colleagues in our neighbouring Learning Community and played high profile, leading roles in ASG GLOW work. Staff have worked collegiately to develop their knowledge of AifL strategies through Tapestry. They have taken part in peer visits throughout the session.</td>
</tr>
<tr>
<td>Staff are confident and capable in assuming a range of leadership roles and responsibilities. They constantly scrutinize their practice in a reflective, analytical manner to effect improvement. Further evidence of this professional evidence is evident in their individual Daily Diaries (Critical Reflection pages); Forward Plans; How Good Is Our Class document; Self Evaluation and Reflection sheets/folder.</td>
</tr>
<tr>
<td>All staff have had ample opportunities to develop their leadership capacities and benefit from coaching/mentoring opportunities provided.</td>
</tr>
<tr>
<td>Vision Boards in place in school and nursery.</td>
</tr>
</tbody>
</table>

“As a result of the school’s overall strength in leadership at all levels, the school has a very strong capacity to continue to improve and progress further in its pursuit of excellence for all children.”

(HMie Jan 2011).
Progress on Previous Year’s Improvement Priorities – Nursery

Improve achievement and attainment outcomes throughout the Nursery Class:
Skills have been addressed during each focus and are listed and colour-coded on interdisciplinary planners.
Tracking sheets now highlight when/how often Experiences and Outcomes and skills have been addressed throughout the session.
A wider range of moderation materials have been developed in line with materials/resources used within the school.
Personal Care Plans have continued to evolve as appropriate information is provided by the Care Inspectorate.
Records of Achievement have been enhanced with photographic evidence of the four capacities, Experiences and Outcomes and skill development.
The range of multi-cultural resources has been enhanced within the nursery.
The Spanish programme of study has been further developed and staff expertise enhanced. Basic signage has been produced in Italian and Polish as staff continue to address the Scottish Government’s Languages 1+2 strategy.
The range of ICT resources available and the programme of study has continued to evolve with a greater emphasis on mobile technology evident.
A focus on The Commonwealth Games has been developed.
Resources have been enhanced through the provision of iPads; Bee-Bot software; Wii; Outdoor chalkboards.

To take forward key aspects of national policy developments within the Nursery Class:
Curriculum for Excellence:
Health and Wellbeing activities permeate the whole nursery curriculum and Experiences and Outcomes are being addressed. The nursery’s activities dovetail/work alongside the school’s.
The Nursery Garden has been further enhanced with a greater degree of planting (flowers, vegetables and strawberries) taking place throughout the session, adding a different dimension and enhancing the outdoor learning experiences offered to children. Outdoor experiences have been expanded to all curricular areas in line with CfE. Children have increased awareness of environment through planting, digging, investigating, creating.
Pupils have access to a structured area where they can investigate nature.
Additional resources have been purchased to supplement / progress Curriculum for Excellence.
Planning formats have been further adapted to incorporate the Outcomes and Experiences of Curriculum for Excellence this has led to a different approach/styles of teaching and learning with interdisciplinary work given a greater focus and more highly evident.
A special focus on The Arts, incorporating all the Expressive Arts was developed.
Re-vamped Pupil Profiles have given staff and parents/carers more information relating to their children.
Records of Achievement were adapted to suit CfE. Parents were highly complimentary of the CD they received, containing much more information especially digital imagery.
New reporting formats reflect CfE.
There is a greater focus on targeting individual children by key workers. Staff allocate one day per fortnight to focus on targeting their key group of children.
Progress key aspects of *Getting It Right For Every Child*:
GIRFEC procedures are in place for tracking and planning for vulnerable children aided by SMPS.
Staff are comfortable with the principles of GIRFEC and are active participants in the implementation programme.
Staff have a shared understanding of, and approach to, staged intervention and apply this to circumstances to ascertain required support.
All staff are fully cognisant of the principles of GIRFEC. They ensure that children are cared for and protected from abuse and harm in a safe environment where their rights are respected.
Staff are trained, aware and regularly updated on developments regarding Information Sharing Protocols.
Staff have been fully updated and informed on developments in Child Protection and are fully cognisant of school policy and SLC procedures.

To increase the involvement in lifelong learning for adult members of the St. Patrick’s community:
A greater number of parents/carers are engaging in Adult Learning activities provided.
An individual parent has continued to overcome barriers to learning and develop literacy skills to an acceptable level. The school and ICS will continue to support in this area and encourage her to actively support her children in basic numeracy and literacy activities. Addition resources have been purchased to support parents and staff in this area.
Parent workshops run by ICS and intervention strategies have aided parent/carers in assisting their children to develop more fully in meeting the aspirations of the four capacities.
Polish parents have been given the opportunity to fully participate in all nursery activities and been consulted appropriately. Translation and interpreting services have been accessed and provided as required.

Progress key themes of self-evaluation and leadership within the Nursery Class:
All staff are displaying increased levels of introspection and reflection.
Staff complete daily *Critical Evaluation and Reflection* booklet. Nursery Teacher completes *Self-Evaluation and Reflection* sheets regularly. Further evidence of introspection towards continuous improvement is found in *How Good Is Our Class 2013/2014*.

The Care Inspectorate graded the Nursery Class as follows at the end of their unannounced inspection of the establishment on 20 June 2013:

- Quality Statement 1:1 Excellent
- Quality Statement 1:3 Very Good
- Quality Statement 2:1 Very Good
- Quality Statement 2:2 Very Good
- Quality Statement 3:1 Very Good
- Quality Statement 3:3 Very Good
- Quality Statement 4:1 Very Good
- Quality Statement 4:4 Very Good
### Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

#### Priority (Related to establishment aims in key areas)
**Impact on learners/staff, Delivery of Education, Policy Development and Planning, Management and Support of Staff)**

Improve achievement and attainment outcomes throughout the establishment.

#### Target(s)

1. To further develop the purposes and principles of Curriculum for Excellence.
2. To continue to progress the development of literacy, numeracy and health and wellbeing across all curricular areas.
3. To further develop assessment systems and procedures of Curriculum for Excellence.
4. To further refine individual pupil tracking sheets.
5. To continue to develop approaches to moderation.
6. To review and maximise the effectiveness of Personal Learning Plans.
7. To design a new school/nursery website.

#### Success criteria (Outcomes related to impact and benefits for learners)

1. Staff will ensure that their current practice and teaching approaches meet the purposes and principles of Curriculum for Excellence in the light of existing and emerging guidance.
2. Staff will continue to progress the development of literacy, numeracy and health and wellbeing across all curricular areas.
   - All staff are familiar with the SLC Literacy Strategy.
3. Literacy assessments will be in place at Early, First and Second levels.
4. Improved pupil tracking sheets will be in place at all stages throughout the establishment.
5. Improved opportunities for developing approaches to moderation across the Holy Cross Learning Community.
6. Children will plan, track and monitor their progress more effectively.
7. A new, improved, updated website will provide improved channels of communication with parents and the wider community.

#### Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)

- On-going awareness raising and consultation with staff.
- Head Teacher planned classroom visits/staff collaborative visits.
- Monitoring of forward plans.
- Analysis and discussion of assessment levels.

#### Timescales (Including progress/success checks, dates)

Staff Development Days – 11/12 August, 18 November 2014, 6 February, 7 May 2015.
Liaison meetings throughout the session.
On-going discussion and review throughout the session.

#### Resource allocation (Implementation group/personnel)

- All staff  
- Holy Cross Learning Community  
- Education Resources  
- LTS  
- SCES  
- Gillian McLaughlin – ICT Co-ordinator.

#### Staff development/external support requested/planned

- Education Resources  
- Holy Cross Learning Community  
- Holy Cross Associated School’s Group Learning Teaching Scotland  
- Heads Together / Curriculum Conferences.
Improvement Priority Action Plan
(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

Priority (Related to establishment aims in key areas)
Impact on learners/staff/community, Delivery of Education, Policy Development and Planning, Management and Support of Staff, Partnerships and Resources, Leadership)

Implement Key aspects of Curriculum for Excellence in St. Patrick’s as appropriate annually till March 2015.

Target(s)
1. To revise the programme of study for Physical Education.
2. To highlight skill-based activities across all curricular areas.
3. To further develop the use of e-resources, including numeracy and reading texts.
4. To further develop Outdoor Learning activities.
5. To further identify opportunities for sustainable development education within the curriculum and in particular within emerging experiences and outcomes.
6. To implement the recommendations contained in the Scottish Government 1+2 Report with all staff.
7. To review all written policies and procedures relating to the school and Nursery Class.

Success criteria (Outcomes related to impact and benefits for learners)
1. The school will devise an improved programme of study which continues to provide two hours of quality Physical Education.
2. Evidence of skill-based activities will be visible in each classroom; in long-term, short-term planning and in staff evaluation pro-formas.
3. E-resources will support pupils/parents to access online homework activities which will engage them in comprehension and assessment activities.
4. The school will provide a wider range of outdoor learning activities despite the limitations of the present building/site.
5. The school/nursery will continue to build on the success of our Green Flag award.
6. All staff will embrace the principles of the Scottish Government 1+2 Report.
7. All establishment policies and procedures will be reviewed to reflect curricular changes.

Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)
On-going awareness raising and consultation with staff.
Collaborative / cross-sectoral working with colleagues. Monitoring of forward plans.
Classroom visits. Holy Cross High School
Holy Cross Learning Community Management Meetings / Cluster Meetings / ASG

Timescales (Including progress/success checks, dates)
Staff Development Days – 11/12 August, 18 November 2014, 6 February, 7 May 2015.
Liaison meetings throughout the session. On-going discussion and review throughout the session.

Resource allocation (Implementation group/personnel)
All staff        Holy Cross Learning Community Vance Sinclair / Lee McMurray

Staff development/external support requested/planned
Education Resources Ann O’Neill (QIO) Schools Modernisation Team
Holy Cross Associated School’s Group Learning and Teaching Scotland
## Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

### Priority (Related to establishment aims in key areas)
**Impact on learners/staff/community, Delivery of Education, Policy Development and Planning, Management and Support of Staff, Partnerships and Resources, Leadership**

Implement Key aspects of Curriculum for Excellence in St. Patrick’s as appropriate annually till March 2015.

### Target(s)

1. To continue to pilot *The Pope Francis FAITH Award* at primary 6.
2. To implement the main recommendations of *God’s Loving Plan*.
3. To further enhance ICT provision by the use of tablets and mobile technology.
4. To continue to revise and develop the programme of study for Science.

### Success criteria (Outcomes related to impact and benefits for learners)

1. Primary 6 pupils will be awarded with the *The Pope Francis FAITH Award* in summer term 2015 having successfully completed all work and evidenced it appropriately.
2. *God’s Loving Plan* will provide teachers with updated Church guidance on teaching about loving relationships in the context of religious education and health education.
3. Additional iPads are purchased, timetabled and utilized in all classes.
4. Staff within Holy Cross Learning Community have developed a common programme of study for science. *Mission X* bridging unit is in place.

### Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)

On-going awareness raising and consultation with staff. Collaborative / cross-sectoral working with colleagues. Monitoring of forward plans. Classroom visits. Holy Cross Learning Community ASG

### Timescales (Including progress/success checks, dates)

Staff Development Days – 11/12 August, 18 November 2014, 6 February, 7 May 2015. Liaison meetings throughout the session. On-going discussion and review throughout the session.

### Resource allocation (Implementation group/personnel)

<table>
<thead>
<tr>
<th>All staff</th>
<th>Holy Cross Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diocese of Motherwell / Elizabeth Dorman (RE Adviser)</td>
<td>SCES / Michael McGrath</td>
</tr>
</tbody>
</table>

### Staff development/external support requested/planned

<table>
<thead>
<tr>
<th>Education Resources</th>
<th>Holy Cross Learning Community / Working Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann O’ Neill – QIO</td>
<td>Development Officer(s) SSERC</td>
</tr>
<tr>
<td>Learning Teaching Scotland</td>
<td>Education Resources</td>
</tr>
</tbody>
</table>
### Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

### Priority (Related to establishment aims in key areas)

**Impact on learners/staff/community, Delivery of Education, Policy Development and Planning, Management and Support of Staff, Partnerships and Resources**

Progress recommendations of *Getting It Right For Every Child* (GIRFEC) till March 2015.

### Target(s)

1. To ensure that all appropriate staff are familiar with the core components of GIRFEC.
2. To ensure that all appropriate staff access training and support regarding information sharing protocols.
3. To promote staged intervention with a special emphasis on literacy development.
4. To improve the coordination of actions with other agencies regarding children affected by domestic violence and abuse.
5. To fully implement the use of management information within SEEMIS to record and inform agencies about significant events in the life of a child.
6. To fully utilise Pastoral Notes.

### Success criteria (Outcomes related to impact and benefits for learners)

1. Staff are familiar with the core components of GIRFEC.
2. Staff are confident and comfortable in information sharing protocols.
3. Staff have a shared understanding of, and approach to, staged intervention and apply this to circumstances to ascertain required support.
4. Children in need access the level and type of support necessary as soon as practicable, helping them to recover from adversity and thus maintain their educational progress.
5. Staff work closely with colleagues from other agencies and each agency commits to following through on agreed actions.
6. Pastoral Notes are used regularly to update information.

### Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)

On-going discussion with carers and interagency colleagues.
Review the value and impact of new processes on the outcomes for individual children.
Auditing of GIRFEC tools derived from pilot paper testing.

### Timescales (Including progress/success checks, dates)

Staff Development Days - 11th, 12th August 2014. On-going throughout the session.
Range of opportunities for staff to engage CPD opportunities.

### Resource allocation (Implementation group/personnel)

All staff. Zeta Anich – Educational Psychologist. Education Resources Inclusion Service.

### Staff development/external support requested/planned

Staff development for staged intervention SEEMIS information systems and final stages of GIRFEC implementation Debra Lindsay Robinson - Integrated Children’s Services Education Resources Kevin Bryce - Head of Pupil Support Holy Cross Learning Community
## Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

### Priority (Related to establishment aims in key areas)
**Impact on learners/staff/community, Delivery of Education, Policy Development and Planning, Management and Support of Staff, Partnerships and Resources, Leadership**

To progress the key themes of self-evaluation and leadership in St. Patrick’s throughout the session.

### Target(s)

1. To continue to develop the school’s overall strength in leadership.
2. To encourage all staff in their pursuit of excellence.
3. To engage with the General Teaching Council in the Professional Update process.
4. To fully involve all staff in the planning stages of the new school build.

### Success criteria (Outcomes related to impact and benefits for learners)

1. Staff will continue to be afforded opportunities to develop their expertise, individually and collegiately, in all areas of their work.
2. Staff will continue to strive for excellence – the hallmark of any professional and will effect improvement by constantly scrutinizing their practice in a reflective, analytical manner.
3. Staff will engage, as appropriate, in the Professional Update process to support, maintain and enhance their continued professionalism.
4. Staff will be consulted, when appropriate, on their thoughts, wishes and opinions relating to the building of our new school.

### Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)

Classroom visits  Monitoring of all aspects of professional life  On-going discussion

### Timescales (Including progress/success checks, dates)

Staff Development Days - 11\(^{th}\), 12\(^{th}\) August 2014.  On-going throughout the session.

Range of opportunities for staff to engage CPD opportunities.

### Resource allocation (Implementation group/personnel)

All staff  Education Resources  School’s Modernisation – Vance Sinclair / Lee McMurray

### Staff development/external support requested/planned

St. Patrick’s staff  GTC  School’s Modernisation – Vance Sinclair / Lee McMurray
Ann O’Neill  Quality Improvement Offices / Development Officers
**Improvement Priority Action Plan**

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

**Priority (Related to establishment aims in key areas)**

**Impact on learners/staff/community, Provision of Early Education, Resources**

Improve achievement and attainment outcomes within the Nursery Class.

**Target(s)**

1. To respond appropriately to the increase in nursery hours entitlement from 475 to 600 hours.
2. To firmly establish the new post of Early Years Team Leader within St. Patrick’s Nursery.
3. To develop a focus on People with Needs.
4. To further support and extend opportunities for children with additional support needs.
5. To further expand opportunities for parents to become involved in nursery experiences.
6. To utilize the Heinemann Active Mathematics resources in the Early Years setting.
7. To further develop literacy and numeracy skills with pre-school children.
8. To highlight the evidence of outcomes/skill development.
9. To enhance and raise the focus of Outdoor Learning.
10. To involve senior pupils more in the daily life of the nursery.

**Success criteria (Outcomes related to impact and benefits for learners)**

1. Staff, parents and pupils will adjust appropriately to the change in the length of the nursery sessions and the impact this has on all areas of nursery life.
2. Mrs Grierson will seamlessly and confidently adjust/accept her new post and responsibilities.
3. A focus on People with Needs will be developed.
4. Children with ASN will be benefit from greater input from additional staff and enhanced resources which will impact on more detailed planning and targeting for their specific needs.
5. Parents will be offered further opportunities to engage with their children through more curricular afternoons, Stay and Play sessions, Showcase events and at home experiences e.g. Eco Bags.
6. Heinemann Active Mathematics resources will be utilized within the nursery setting.
7. Literacy and numeracy skills will be further developed with pre-school children.
8. Clearer evidence of outcomes and skill development will be apparent through planning, assessment and wall displays.
9. Outdoor Learning opportunities/experiences will be enhanced through improved planning and enhanced resources.
10. Nursery and senior pupils will benefit from greater engagement within the nursery.

**Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)**

Q.I. 1.1 – Improvements in performance  
Q.I. 2.1 – Children’s experiences  
Q.I. 2.2 – Involving parents, carers and families  
Q.I. 4.1/4.2 – Engaging with the local/wider community  
Q.I. 5.1 – The curriculum  
Q.I. 5.2 – Teaching for effective learning  
Q.I. 8.1 – Partnerships with the community, educational establishments, agencies and employers  
Q.I. 8.3 – Management and use of resources and space for learning  
Care Standard 2 – A Safe Environment  
Care Standard 3 – Health and Wellbeing  
Care Standard 4 – Engaging with Children  
Care Standard 5 – Quality of Experience  
Care Standard 7 – A Caring Environment  
Care Standard 9 – Involving the Community

**Timescales (Including progress/success checks, dates)**

Staff Development Days – 11/12 August, 18 November 2014, 6 February, 7 May 2015. Establishment visits. On-going throughout the session. Funding to resource and develop the required items.

**Resource allocation (Implementation group/personnel)**

<table>
<thead>
<tr>
<th>Nursery Parents Committee</th>
<th>Quality Improvement Service</th>
<th>PTA</th>
<th>ICS / Adult Learning</th>
</tr>
</thead>
</table>

**Staff development/external support requested/planned**

<table>
<thead>
<tr>
<th>Debra Lindsay Robinson - Integrated Children’s Services</th>
<th>EAL Staff</th>
<th>Early Years Service</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Partner Nurseries</th>
</tr>
</thead>
</table>