



Our Lady and St Patrick's High School

Improvement Plan

**2024 – 2027
(Session 2025-26 Year 2)**

Session 25/26

WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	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. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	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. 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	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

Our Vision, Aims and Values

Our Lady & St Patrick's High is a Catholic School. Our stated aim is that:

"At our school everyone will be helped towards their fullest spiritual, educational, social, vocational and physical development."

This has clear implications for the expectations and values which we hold and the responsibilities all of us share to achieve this goal.

As a school we are committed to:

- Promoting in our students a strong sense of Catholic values and spiritual awareness.
- Celebrating the Catholic identity of the school through prayer, worship and the practical application of Christian principles.
- Offering the highest quality of learning and teaching in a safe and stimulating environment.
- Providing support mechanisms to enable each student to achieve his/her potential.
- Acknowledging students' achievements and encouraging self-reliance and self-discipline.
- Nurturing a close working partnership with parents, local parishes and the wider community.
- Fostering a mutual respect of individuals as well as an appreciation of cultural diversity.
- Developing the dispositions and skills which will enable our students to respond to their current responsibilities while preparing them for the challenges of adult life.
- Engaging staff, students and parents in the decision making processes.
- Supporting one another in community.
- The continuing professional development of all members of staff.
- Emphasising that learning is a lifelong process.

Our emblem of interlocking rings signifies the concept of partnership and our joint responsibilities. The school's motto: **"Uniter Deo"** which is loosely translated as "One body in Christ", putting Jesus Christ at the centre of our school community.



Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
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Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Children and young people engage with the UNCRC curriculum in HWB and assembly programmes to increase knowledge of their rights (Article 42 - knowledge of rights) Learners are empowered to have their voice respected and to be taken seriously (Article 12 - respecting children's views).	Incorporate UNCRC curriculum resources into HWB and assembly programmes. Implement the OLSP Pupil Forum as per new Pupil Participation Policy.	UNCRC Curriculum resource folder - Secondary WDC Involvement and Engagement Strategy Collegiate/Planning time SLT/PST/P&FS CIRCLE Implementation Plan

<p>All learners will be aware of their attendance and late-coming information at key points throughout the year and how to take steps to make improvements.</p> <p>All learners will be supported to maintain/improve attendance that will allow them to become effective contributors to the life of the school community and beyond.</p> <p>All learners will have the opportunity to celebrate and build upon their successes and achievements throughout their time at school.</p>	<p>Continue to embed attendance monitoring calendar and associated data analysis processes and procedures.</p> <p>Continue to embed Circle assessment of classroom environment that will further develop interventions to improve attendance for identified groups or individuals.</p> <p>Further develop our Raising Attainment and Recognising Achievement Strategy to review opportunities to celebrate the successes and achievements of our young people.</p>	<p>3rd Sector Partnerships</p> <p>PEF Allocation</p> <p>All Staff</p>
<p>Practitioners: Knowledgeable in UNCRC CLPL and its legal implications.</p> <p>Confident in the use of rights based approaches to teaching and learning and engaging all practitioners.</p> <p>Practitioners will be fully familiar with the refreshed attendance policy and national guidance which underpins this.</p> <p>Practitioners will be confident in</p>	<p>All staff continue to engage with the UNCRC iLearn module.</p> <p>Continue to refresh expectations of roles supporting attendance and engagement.</p> <p>Continue to engage in development and review of pupil plans/shared strategies that will promote good attendance including the full awareness of the specific needs of individual pupils via the Confidential Booklet information.</p>	<p>UNCRC ILEARN module for Education staff</p> <p>Planning and preparation time.</p> <p>Collegiate /departmental meetings.</p> <p>FV & WL Attendance Toolkit</p> <p>CIRCLE Implementation Plan</p> <p>OLSP RARA Strategy</p> <p>Confidential Booklet</p>

<p>planning engaging, well-paced and challenging/supportive learning experiences which will involve a variety of approaches resulting in their classroom being a safe, exciting and engaging space for all learners.</p> <p>Practitioners will be aware of the plans around attendance and late-coming for specific learners and will support the strategies agreed.</p> <p>All practitioners will celebrate and promote the successes and achievements of our young people through their learning and wider school and community experiences.</p>	<p>Further develop approaches to differentiation and coordination with Support for Learning to meet the needs of all learners.</p> <p>All practitioners continue to implement guidance from the OLSP RARA strategy at curricular and whole school levels.</p>	
<p>Leaders:</p> <p>Clearly communicated expectations for the HWB of young people and the incorporation of UNCRC.</p> <p>Skilled in implementing attendance protocols through a rigorous, cyclical monitoring and self-evaluation process with accompanied data analysis.</p>	<p>Achieve Rights Respecting Schools Silver status.</p> <p>Termly review of attendance to continue to be shared across the school to support ongoing interventions at all levels.</p> <p>Continue to review and refresh approaches to the recognition of achievement as per school strategy.</p>	<p>Collegiate/planning time</p> <p>OLSP UNCRC Team</p> <p>SLT/PST/P&FS</p> <p>Attendance analysis/data</p>

<p>Focussed on the celebration and promotion of young people's successes and achievements.</p>		
<p>Families/communities: Increase knowledge of Children's Rights in parents and strengthen rights based conversations at home.</p> <p>Parents of learners with an attendance below 90% will be aware of the attendance policy and its various steps for parental contacts, improvement and support.</p> <p>Suite of visuals and attendance data will underpin our local maximising attendance campaign.</p> <p>Engagement with Wellbeing / ND hub.</p> <p>Parents, carer and community groups further support the promotion of success and achievement for all pupils.</p>	<p>Signpost young people and their families to UNCRC website and social media.</p> <p>Continue to identify family learning opportunities across the curriculum.</p> <p>Promote attendance visuals/campaigns as shared by communications team.</p> <p>Provide central access to a myriad of supports including mindfulness, sleep support, bereavement, positive wellbeing.</p> <p>Further development of social media channels to capture and promote successes and achievements.</p>	<p>OLSP UNCRC Team.</p> <p>Community and Central partnerships</p> <p>OLSP Parent Council</p> <p>Family Learning Opportunities</p> <p>PEF allocation</p> <p>WDC Google site UNCRC</p> <p>OLSP X Feed</p>

Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement)

- Achievement of RRSA Silver Status.
- Improve wellbeing for targeted group (SIMD quintile 1/FSM) by June 2026.
- Improve level of parental engagement for targeted group (SIMD quintile 1/FSM) by April 2026.
- Improvement in engagement in learning for targeted group by April 2026.
- Improve attendance by 5 percentage points for targeted group (SIMD quintile 1/FSM < 90%) by April 2026.
- Evaluate quality of embedding evidence based approaches to inclusion such as CIRCLE
- Increased numbers of young people participating directly in school improvements
- Increased exemplification of recognising and promoting pupil successes and achievements.
- All Staff trained in UNCRC Principles/iLearn Module.



Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning

CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
<p>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.</p> <p>An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality</p>

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: All learners able to identify where they have been successful in their learning, what skills they have gained including skills for life, learning and work and what they have to do in order to secure ongoing improvements.</p> <p>Learners in the BGE will develop</p>	<p>Continue to review pupils' learning experiences with a focus on pupil evaluations and target setting across all areas of the curriculum building on existing good practice.</p> <p>Continue to review approaches already in place for</p>	<p>OLSP TLC Classroom and resources</p> <p>Collegiate time/curricular planning</p> <p>TLC Working Group developments/ research/evidence base</p> <p>IOC Programme</p> <p>IOD Programme</p>

<p>skills linked to retrieval practice and study skills to support all aspects of their learning and transitions to the senior phase to meet the demands therein.</p> <p>Through the ongoing development and application of skills learners will become more confident in all aspects of their learning and meet the demands of ongoing assessment at all stages.</p>	<p>retrieval practice and study skills and implement approaches for these at BGE levels.</p> <p>Identify what 'excellent learning looks like' in our classrooms through ongoing review of pupil voice that includes pupil interviews, evaluations and recording of learning and teaching across the school.</p>	<p>West Partnership working</p> <p>OLSP Lesson Obs Toolkit</p> <p>IT/Tech resources for recording evidence</p>
<p>Practitioners:</p> <p>All practitioners will have access to high level CLPL, research and resources that further support our pedagogical principles that ensure ongoing improvements and the development of our 'Creative Classrooms'.</p> <p>All practitioners engage in our ongoing self-evaluation programme of lesson observations that focus on curricular areas of priority identified through the process.</p> <p>Departments to revisit the Learning, Teaching and</p>	<p>OLSP TLC Classroom to be regularly updated to include all relevant materials and information to support ongoing developments.</p> <p>Evidence to be continually gathered from a variety of learning experiences that will further identify strategies and approaches to ensuring effective learning and teaching for all pupils.</p>	<p>OLSP TLC Classroom and resources</p> <p>Collegiate time/curricular planning</p> <p>Lesson obs toolkit</p> <p>West Partnership Creative Classroom resources</p>

Assessment of BGE courses to ensure strong delivery and understanding of the standards.		
<p>Leaders: Knowledgeable about strategies to sustain a learning culture and build strong relational trust within our teams; clear about the theory of action informing improvement.</p> <p>Avoid cognitive overload for staff by developing a shared language of leadership and pedagogy.</p> <p>Aware of unconscious habits</p> <p>Embed change by establishing consistent approaches to learning, teaching assessment.</p> <p>Developing effective strategies to support/coaching colleagues.</p> <p>Developing team clarity for impactful teaching and learning. (the why, what and how)</p>	<p>Curriculum Leaders - produce change plans for leadership and pedagogy. Identify what they want their team to be able to do by the end of the academic session.</p> <p>Implement use of REFRESH characteristics to support coaching and mentoring within your team.</p> <p>Develop the use of KANBAN and or similar tools to manage workflow.</p>	<p>Collegiate time</p> <p>Lesson obs/Toolkit</p> <p>Coaching one to ones</p> <p>DMs</p> <p>SLT training for Kanban, etc.</p> <p>Ongoing Visible Learning CLPL programme for middle leaders</p>

<p>Developing leadership modelling and strategies to ensure accurate self-feedback.</p> <p>Effective prioritisation, by reducing processing workload and managing workflow.</p> <p>Evaluate the causes of where change in leadership and pedagogy is not taking place.</p>		
<p>Families/communities: Families are actively involved in using the language of learning and skills at home.</p> <p>Families are knowledgeable about the progress their child is making and what progress looks like for their child.</p>	<p>Language of learning and skills shared between school and home.</p> <p>Continue to ensure clearly defined and communicated measures of progress.</p>	<p>School website</p> <p>Google Classrooms</p> <p>School X Feed</p> <p>Parental engagement events/activities</p>
Performance Measures / Targets - How we will evidence the impact on outcomes		
<ul style="list-style-type: none"> • Improve progress/ attainment in literacy & numeracy for targeted group (SIMD Quintile 1/FSM) by May 2026. • Improve level of parental engagement for targeted group (SIMD quintile 1/FSM) by April 2026. • A reduction in areas of priority identified by curricular areas for ongoing pedagogical focus. • Increased confidence among practitioners in ensuring effective classroom experiences for all learners based on ongoing self-evaluation processes including, pupil views, lesson obs, feedback, etc. • Improved confidence in understanding the levels within BGE and their articulation to senior phase pathways. 		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT


ATTAINMENT

Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in attainment, particularly in literacy and numeracy

ATTENDANCE

High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap
Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: All learners experience opportunities that allow them to become confident and numerate, building their skills in a variety of contexts.</p> <p>All learners will experience opportunities that will allow them to become confident readers, writers, talkers and listeners and will apply these skills in a variety of different contexts.</p>	<p>Continue to track and monitor the progress and achievements of all learners at all stages with a continued focus on the robust analysis of our intelligence led data.</p> <p>Increased analysis of INSIGHT data per curricular areas and measures against VC.</p>	<p>Attainment Data</p> <p>INSIGHT Data</p> <p>Stretch Aims Data</p> <p>BGE Toolkit Data</p> <p>Attainment V Deprivation</p> <p>Literacy and Numeracy data within Progress and</p>

<p>Increased numbers of learners will secure positive profiles of attainment at SCQF levels for literacy and numeracy and have opportunities to secure wider achievement in a number of areas on the SCQF Framework.</p> <p>80%+ of our learners will consistently achieve 3rd level in Numeracy and Literacy by the end of S3.</p> <p>85% of our S4 cohort will achieve at least 6 complete SQA qualifications.</p> <p>95% of our S5/6 cohort will achieve 5 complete SQA qualifications.</p> <p>Reduce the amount of pupils who have 3 or less qualifications by the end of S4 (Target 5%)</p> <p>Improve the number of leavers with Level 4/5 Literacy and Numeracy qualifications.</p>		<p>Achievement</p> <p>SNSA data</p>
<p>Practitioners: Practitioners have shared expectations for standards to be achieved.</p>	<p>Ensure that assessment evidence is valid and reliable.</p>	<p>Assessment and moderation toolkit.</p> <p>OLSP Assessment and Moderation resources.</p>

Further identify curricular pathways and accreditation through ongoing analysis of INSIGHT data to offer a broad range of opportunities for wider achievement.		SQA Understanding Standards Resources.
Leaders: Leaders ensure that interventions and innovations for securing ongoing improvements in attainment are responsive to the context and culture of our school and that practitioners have access to and full knowledge of data that will support this.	There are robust arrangements for moderation of assessment across all stages and within curricular areas. There are robust arrangements for moderation of assessment across the curriculum.	Assessment and moderation toolkit. OLSP Assessment and Moderation resources.
Families/communities: All families, parents and carers will share the high expectations set by the school for their own children and be fully conversant with all aspects of attainment, assessment, national qualifications, tracking and monitoring, etc.	Further embed the key aspects of the SCQF Framework across all curricular areas securing accreditation for the school via our Ambassador Programme.	Parental Engagement Events. School social media.
Performance Measures / Targets - How we will evidence the impact on outcomes		
<ul style="list-style-type: none"> • Increase the number of S3 learners in Quintile 1 and/or are in receipt of a FSM achieving third level in Reading by May 2026. • Increase reading age of learners in SIMD Quintile 1 and/or are in receipt of a FSM by May 2026. • Increase the number of S3 learners in SIMD Quintile 1 and/or are in receipt of a FSM achieving third level in Writing by May 2026. • Increase the number of S3 learners in Quintile 1 and/or are in receipt of a FSM achieving third level in Listening & Talking by May 2026. • Increase the number of S3 learners in SIMD Quintile 1 and/or are in receipt of a FSM achieving third level in Numeracy by May 2026. 		

- Increase percentage of learners in SIMD Quintile 1 and/or who are in receipt of a FSM achieving Levels 4 and 5 in Literacy and Numeracy by May 2026.
- Increased attainment for breadth and depth measures at SCQF Levels, 5, 6 and 7.
- Increased numbers of learners securing positive profiles of achievement across all aspects of the SCQF Framework.



Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work

EMPLOYABILITY

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: All learners will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking, and citizenship. All learners will experience high quality opportunities across the 4 contexts of learning. Learner will apply their skills in a	Continue to implement the SDS Metaskills Framework into all aspects of learning and teaching. Conduct a refreshed audit of pupil experiences across the 4 contexts of learning. Consistently ensure percentage of school leavers achieving a positive destination is greater than our virtual comparator.	Collegiate time/planning. Pupil Experiences Audit. INSIGHT data/Anticipated Leavers data (WDC/SDS). Participation Data. SDS Local Labour Market Report.

variety of contexts all working towards ensuring a positive and sustained post school destination.		
Practitioners: Knowledgeable of the SDS Metaskills Framework. Skilled in using SDS Metaskills for planning engaging, well-paced, and suitably challenging learning experiences, incorporating interdisciplinary learning (IDL) approaches.	Continue to engage in CLPL - integrating the SDS Metaskills Framework into teaching, learning and assessment.	Collegiate Time/Planning. Professional Learning: Workshops, seminars, online courses. LLC Developments.
Leaders: Skilled in development of a skills based curriculum. Leaders will drive increased attainment and achievement aligned with competency development to mitigate the effects of disadvantage	Further develop and Implement IDL aligned with the metaskills framework.	Professional Learning Communities (PLCs). Collegiate time/planning.
Families/communities: Knowledge of the Metaskills Framework with a focus on skills development in all aspects of learning.	Continue to deliver workshops and resources on effective skills development across learning and the curriculum. Pilot the national skills profiling tool across BGE	Competencies Workshops/Engagement Events. Transition Event. Local Learning Community Events.

stages.

Celebration/Achievement and showcase events.

Performance Measures / Targets - How we will evidence the impact on outcomes

- Production of a refreshed audit of pupil experiences across key stages by end of May 2026.
- Evaluate quality of the delivery and integration of metaskills in all classes by March 2026 as part of our Pedagogical Approaches programme.
- Gather a wide range of evidence and information to monitor and track progress in relation to the metaskills framework and demonstrate the impact of the metaskills on learners' successes and achievements.
- Google Forms to gather baseline data on staff and learners' understanding and application of metaskills.
- Google Forms midway through the implementation to monitor progress and address challenges.
- Google Forms post-implementation to compare initial and final data, assessing the effectiveness of the progression framework in embedding the metaskills framework.
- Evaluation and consultation with stakeholders to review progress against initial action plan.
- Google Forms to gather data on staff, learners' and parents' understanding of the metaskills framework.

Inspire us O Lord with your Holy Spirit, and as we grow, take what we offer to you: our work and our learning and use them to make our school community into One Body in Christ. We ask this with the help of our patrons, Our Lady and St. Patrick. Amen

