

Agile Improvement Plan **Workbook**

St Bernadette's Primary

2026-27



School Improvement Priorities - Medium

MEDIUM – NEXT 2 TO 3 YEARS

Pillar 1

Curriculum, Learning, Teaching and Assessment

- 1 Our curriculum rationale is relevant, engaging and aligned with 21st century goals
- 2 All children will be highly invested in leading their own learning and motivated to seek out challenges and feedback to improve
- 3 Using holistic assessments, all staff will plan for challenge to allow all children to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum
- 4 Our curriculum is designed to develop skills for learning, life and work through flexible learning paths, whilst embracing the national curriculum review
- 5 All staff demonstrate high quality teaching and learning consistently across the school
- 6 Monitor and evaluate learners' progress to have clear information on children's attainment across all curricular areas

Pillar 2

Culture, Ethos, Relationships, Equality and Inclusion

- 1 All members of our school community will develop their personal faith journey towards a fulfilling life with God
- 2 All staff, pupils and families will be aspirational and feel empowered. This will ensure the highest standards are maintained in all areas including learning experiences, environments & relationships.
- 3 All children will feel included, respected and valued and talk confidently about their wellbeing using the language of SHANARRI
- 4
- 5
- 6

Pillar 3

Improving Outcomes

- 1 All staff have well-developed skills of data analysis to support assessment judgments and decisions about next steps in learning
- 2 All staff will identify, plan for and reduce barriers to learning to improve outcomes
- 3 Through in school and wider opportunities, all children develop skills to become successful learners, confident individuals, effective contributors and responsible citizens.
- 4 Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school, through effective partnerships and well designed programmes.
- 5
- 6

Establishment Improvement Priorities - Short

SHORT – THIS SESSION

Pillar 1

Learning, Teaching and Assessment

- 1

Engagement in Learning
All children will be highly invested in leading their own learning and motivated to seek out challenges and feedback to improve
- 2
- 3
- 4
- 5
- 6

Pillar 2

Curriculum

- 1

Curriculum Rationale
Review rationale to ensure our curriculum is relevant, engaging and aligned with 21st century goals
- 2

Wider Achievement
To ensure all learners actively participate in and benefit from a progressive wider achievement framework by recognising, tracking and celebrating success beyond the formal curriculum. We will explicitly develop the four capacities raising self-esteem, attendance and engagement across the school community
- 4
- 5
- 6

Pillar 3

Health & Wellbeing / Relationships

- 1

Relationships with God
All members of our school community will develop their personal faith journey towards a fulfilling life with God
- 2

Relationships with others
All children, staff and families demonstrate and experience the school values of Faith, Aspiration and Respect
- 3
- 4
- 5
- 6

Impact

What impact do we want to have?

- Children who are highly invested in leading their own learning and motivated to seek out challenges and feedback to improve.
- The classroom is an environment where children's autonomy and independence is promoted.
- Teachers set high expectations and foster engagement through well planned, rich, relevant and challenging learning experiences which encourage opportunities to extend learning through application of skills.
- Children will move from participating to driving their learning (*A continuum of student engagement, from Reimagining Student Engagement by Amy Berry*)

Problem

What Problems are we trying to solve?

- How might we support teachers in transitioning from a traditional, content-delivery model to a facilitative, inquiry-based approach, managing the perceived loss of control and the uncertainty of emergent learning?
- How might we ensure comprehensive coverage of the Scottish Curriculum for Excellence experiences and outcomes while genuinely enabling child-led learning, avoiding a 'tick-box' mentality?
- How might we design and implement robust holistic assessment practices that genuinely capture the breadth and depth of child-led learning, including skills, dispositions and personal growth?
- How might we create flexible, resource-rich learning environments that support diverse child-led projects and inquiries, both within and beyond the classroom walls?
- How might we ensure that *all* children, regardless of background, learning style, or additional support needs, are genuinely empowered to lead their own learning and benefit from this approach?
- How might we consistently introduce appropriate levels of challenge within a child-led framework, pushing learners beyond their comfort zones without imposing arbitrary hurdles?

Change

What change/s could we make that would result in an improvement?

- Develop a consistent shared understanding of engagement in learning, both verbally and visually.
- Planned and tracked skills progression using the Skills Development Scotland meta-skills progression framework
- Develop child-led inquiry-based learning across all curricular areas
- Through collaboration with the St. Mungo's cluster and Falkirk Council's Pedagogy team, deepen understanding of the inquiry-based learning, with a particular focus on planning and assessment
- All teachers engage in moderation of the inquiry-based learning
- Create a dedicated space for teachers to Share, learn, and co-design resources and strategies.
- Implement child-led 'Wonder Week' learning weeks, focusing on child-led inquiry-based learning. Invite parents into school to 'come learn with me'
- Continue to adapt the learning classroom to promote engagement and ensure consistency of approaches across levels.

Evidence

How would we judge whether or not we have been successful?

- Children progress from participating in learning to driving their learning
- Children actively design and pursue their own learning projects, demonstrating deep engagement and perseverance.
- Children articulate their learning process, reflections, and next steps with confidence.
- Children demonstrate a clear sense of purpose and joy in their learning.
- Teachers act as facilitators, coaches, and mentors, rather than solely knowledge disseminators.
- Teachers are skilled in guiding inquiry, providing targeted support, and offering constructive feedback.
- Teachers create rich learning environments that encourage exploration and risk-taking.
- All teachers demonstrate high quality teaching and learning consistently across the school

Impact

Q1 – What impact do we want to have?

A Coherent, United, and Focused School: The school community should clearly understand its purpose, values, and strategic direction.

Clarity of the Rationale for Our Curriculum: Every stakeholder should comprehend the 'why' behind the curriculum design and its relevance.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Lack of Shared Understanding: Do all members of the school community genuinely know what the school stands for?

Inconsistent Communication: Can all staff, children and parents clearly articulate the school's identity and future direction?

Contextual Ambiguity: Is there a clear, shared understanding of the school's unique context?

Limited Stakeholder Input: Do parents/carers, staff, and children feel truly listened to, and are their views/ideas visibly integrated into the rationale?

Unclear 21st Century Goals: Is there a consistent understanding of what the school's 21st-century educational goals entail?

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Re-establish Core Mission & Communicate Effectively: Take a strategic step back to define the school's core mission and communicate its role effectively to ensure universal understanding.

Outward-Facing Community Engagement: Actively connect with parents and the wider community to foster shared understanding and support.

Prioritise Children's Voice: Systematically listen to and act upon the perspectives and ideas of children

Develop a Child-Friendly Visual Rationale: Create an accessible and engaging visual representation of the curriculum rationale for children.

Ensure Inclusive Representation: Guarantee that the diverse experiences and voices of everyone within the school context are reflected in the curriculum rationale.

Evidence

Q4 – How would we judge whether or not we have been successful?

Visibility of Rationale: The curriculum rationale is prominently displayed in classrooms and is easily accessible on the school website.

Conversational Fluency: All staff members, pupils, and parents can confidently discuss and articulate the core tenets of the school's rationale.

Impact

Q1 – What impact do we want to have?

- All children will be participating in wider achievement opportunities
- All staff will be tracking, monitoring and celebrating children's participation in wider achievement
- All families will be included in opportunities to share and celebrate wider achievement

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- We need clear, documented participation in wider achievement
- Some individual children lack motivation or interest in the opportunities offered.
- Resources and range of opportunities offered
- Time: planning, resourcing, preparation, staffing
- Ensuring opportunities offered match children's interests
- Skill-set and interests of adults to support wider achievement opportunities

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Track participation and skills development
- Consistent documentation format for wider achievement planned opportunities: target audience; skills development; overview and timescale; impact
- Celebrate wider achievement in a variety of ways, such as, assemblies, display and newsletter
- Capture and document on-going achievement shared in class by children
- Increase engagement with parents
- All staff become a 'champion of ...' to support planned opportunities for wider achievement
- CfE Level timetable and planned opportunities to ensure all children have the opportunity, in school, for child-led wider achievement groups
- Planned opportunities to develop skills through leadership pathways and interest groups
- Annual celebration to recognize wider achievement, involving families and local community
- Learner Progress Document updated to track participation of wider achievement, both in and out of school

Evidence

Q4 – How would we judge whether or not we have been successful?

- All children's participation is tracked and documented within the Learner Progress Document
- Clear opportunities and pathways for leadership and wider achievement
- Clear planned opportunities for wider achievement, with identified skills development
- Documentation of the celebration of wider achievement
- Child-led wider achievement marketplace to promote different groups and opportunities.

Impact

Q1 – What impact do we want to have?

- All cluster staff will develop a vision to share an understanding of our Catholic school's apostolic mission and values, actively integrating them into all aspects of school life and professional practice.
- All pupils will consistently engage in high-quality Religious Education, Religious Observance, and acts of religious intention, allowing them to live their faith within the context of Catholic Social Teaching and empowering them to embody hope.
- Our pupils' demonstration of faith and evangelisation within the local community will consistently inspire others, leading to increased positive recognition and celebration of the cluster's contribution to Catholic education locally and beyond.
- All young people, regardless of their cultural background or beliefs, will actively engage in and benefit from the planned experiences that authentically reflect the Catholic mission, fostering a truly welcoming and diverse school community.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- While critical reflection on the Catholic school's purpose has occurred, we need to re-ignite this to ensure there is a clear, unified, and explicitly understood cluster statement articulating our apostolic mission for all stakeholders
- increasing teachers' skills and abilities to consistently implement aims within the refreshed mission statement.
- Increase opportunities for ongoing spiritual formation and growth for all staff and children

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- We will facilitate a collaborative process involving all schools to draft, refine, and formally adopt a concise, actionable, and inspiring Cluster Apostolic Mission Statement that reflects our shared purpose and apostolic calling.
- We will launch and sustain a cluster-wide practitioner network focused on raising teacher confidence in faith formation. This will include professional learning sessions, collaborative planning workshops, and sharing of best practices.
- We will actively build and strengthen partnerships with relevant organisations (e.g., SCES, diocesan agencies, retreat centres) to develop and widely promote a range of spiritual formation programs, retreat opportunities, and reflective practices for all staff and children.

Evidence

Q4 – How would we judge whether or not we have been successful?

- The Cluster Apostolic Mission Statement is formally adopted and published on all cluster school websites and prominently displayed in key areas
- Teacher self-assessment surveys (pre-network and post-network) will demonstrate an increased confidence in understanding the mission aims and being able to articulate these
- Learning walks and professional dialogue will highlight examples of Catholic values permeating classroom practice. Senior leaders will intentionally support staff to see these connections.
- At least one new or enhanced spiritual formation opportunity (e.g., bespoke retreats, online modules, collaborative prayer sessions) will be introduced and made accessible
- Staff engagement in spiritual formation opportunities (measured by sign-up and attendance rates) will be recorded
- Anonymized feedback forms from spiritual formation participants will indicate that they found the opportunities relevant and impactful for their personal and professional growth in faith.

Impact

Q1 – What impact do we want to have?

- We aim to ensure all children, staff and families demonstrate and experience the school values of Faith, Aspiration and Respect.
- We want all children and families to feel safe, respected and included in school and to feel confident enough to embrace opportunities to enhance their learning and wellbeing.
- We aim to ensure that pupil wellbeing is central to all the decisions we make in school.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- There is an increasing number of children who require support with managing their emotions which impacts on their own, and others, behaviour and engagement in learning.
- Some parental feedback indicates there is a lack of understanding about the current processes and routines we have in place to support all children.
- Some interventions are not being tracked consistently therefore we aren't always clear on which interventions have the most positive impact on pupil learning and wellbeing.
- Pupil wellbeing surveys have become outdated and we require a more robust, current system to track and monitor pupil wellbeing.
- Parental engagement in own child's learning is high, however, parental involvement in the wider life of the school could be improved eg parent council, parent volunteers

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Share the updated Relationships and Behaviour Policy with children and families
- Implement the Relationships and Behaviour policy frameworks within each class to develop a consistent, inclusive approach
- Track the impact of the frameworks on pupil behaviour and engagement
- Continue to develop the nurturing provisions further and make nurturing classroom environments consistent across the school
- Use the CIRCLE framework to audit inclusive, trauma informed practice, identify areas of need and provide CLPL and support where required
- Introduce the SHINE pupil wellbeing surveys and engage with diagnostic reports
- Develop an understanding of empathy across the school community using the Empathy Labs tools and resources
- Create more meaningful opportunities for parents to be involved at all levels throughout the school and share the opportunities with other families

Evidence

Q4 – How would we judge whether or not we have been successful?

If we are successful –

- All/almost all children will feel safe, respected and included in our school
- There will be a reduction in the number of children requiring social and emotional support and reduced frequency of serious incidents
- All/almost all children with an identified barrier to learning will have a clear plan and strategies to support them at the appropriate level of intervention.
- All targeted interventions will have a positive, measurable impact on children
- Within all classes there will be a nurturing, trauma-informed ethos and environments/spaces adapted to suit the needs of learners with additional support needs
- More parents, families and parishioners will be involved in the wider life of school

School Improvement Priorities - Short

Pillar 1

Curriculum, Learning,
Teaching and Assessment

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Pillar 2

Culture, Ethos, Relationships,
Equality and Inclusion

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Pillar 3

Improving Outcomes

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Pillar 3

Improving Outcomes

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Q1 – What impact do we want to have?

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Q4 – How would we judge whether or not we have been successful?

 FALKIRK COUNCIL
 COMHAIRLE NA H-EAGLAIS BRICE

Q5. Barriers

What could get in the way of successful completion? How will we work to minimise this impact?

[illegible][illegible]

Q1. What progress have we made?

Q2. What challenges are we facing?

Q3. What concrete actions should we take next?

Optional question: what impact evidence will we collect?