

SAINT NINIAN'S HIGH SCHOOL

SCHOOL PLAN

2025-28



Floreat Iuventus

IMPROVEMENT PLAN 2025-28

Our vision of *Let Youth Flourish* (Floreat Iuventus) ~~and within~~ the framework of the ERC Vision *Everyone Attaining, Everyone Achieving through Excellent Experiences* will be realised through the commitments signalled in this plan and reinforced by actions taken by our school to improve the quality of the experiences we provide for young people, and families. Our target outcomes & expected impacts in the next 3-year cycle are:

➤ Our Vision is to be a school that:

- is welcoming with genuine friendliness, concern and sense of community
- strives for educational excellence
- encourages the value of hard work
- encourages staff to reflect on the Gospel and its call to mission
- recognizes the uniqueness and dignity of each student as a gift of God
- is joyful, optimistic and genuinely happy
- speaks of Jesus' love through the strength of the loving kindness of our staff
- seeks opportunities for celebration
- recognises and expresses our Catholic Tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programmes

➤ Our Aim:

We aim to help pupils develop their full potential in each aspect of their school life – spiritual, academic, physical, personal, social and emotional.

We will contribute to the ERC vision of ***Everyone Attaining, Everyone Achieving through Excellent Experiences.***

The intention is that all young people are **Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible, & Included.**

Through the Curriculum for Excellence it is our ambition that young people will develop as:

- ✓ **Responsible citizens**
- ✓ **Successful learners**
- ✓ **Effective contributors**
- ✓ **Confident individuals**

➤ Our Commitment:

In order to achieve our vision and meet our aim, we are committed to:

- Promoting gospel values as a way of life
- Advancing equality of opportunity and social justice
- Providing a range of educational courses and opportunities which equip students with the knowledge and skills they require to meet future challenges
- Encouraging a view of education as a continuous, lifelong process
- Fostering a spirit of partnership among students and staff, between home and school and community
- Providing a well-ordered, attractive and well-resourced environment
- Promoting the health and wellbeing of all

School Improvement Priorities for 2025-28	
1. Empowerment & Leadership	
2. Social Justice & Wellbeing	
3. Pedagogy & Learning	
4. Attainment, Achievement & Progress	

School Improvement Priorities for 2025-28		
2025-26	2026-27	2027-28
Empowerment & Leadership	Empowerment & Leadership	Empowerment & Leadership
Social Justice & Wellbeing	Social Justice & Wellbeing	Social Justice & Wellbeing
Pedagogy & Learning	Pedagogy & Learning	Pedagogy & Learning
Attainment, Achievement & Progress	Attainment, Achievement & Progress	Attainment, Achievement & Progress

This is a brief summary grid of priorities over a 3-year period. Priorities may span one, two or three years within this. Expected future improvement priorities will be reviewed and where appropriate revised based on annual self-evaluation activities. Identifiable priorities for future sessions may be fewer.

Scottish education should be ambitious, inclusive, and supportive in order to deliver:

- **Excellence through raising achievement and improving outcomes: ensuring that every child and young person achieves the highest standards they can.**
- **Achieving equity: ensuring every child and young person has the same opportunity to succeed.**

Key priorities of the National Improvement Framework

- 1 Placing the human rights and needs of every child and young person at the centre of education;**
- 2 Improvement in children and young people's health and wellbeing;**
- 3 Closing the attainment gap between the most and least disadvantaged children and young people;**
- 4 Improvement in skills and sustained, positive school-leaver destinations for all young people;**
- 5 Improvement in achievement, particularly in literacy and numeracy.**

The National Improvement Framework identifies 6 key drivers of Improvement

- 1 School leadership**
- 2 Teacher professionalism**
- 3 Parent engagement**
- 4 Curriculum and assessment**
- 5 School improvement**
- 6 Performance information**

Improvement Priority: Empowerment & Leadership

NIF Priority:1,3		NIF Driver:1,2,3		Qis:1.2,1.4,2.5		
	Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
1.1	Practitioner Enquiry further embedded as a key strategy to support staff in reflecting on and enhancing their practice	Practitioner Enquiry presentation delivered to all teaching staff- Aug Inset in line with GTCS Professional Standards Teaching staff encouraged to undertake a PE in each Professional Update Cycle PE CLPL early in the session to support staff (external provider?) A bank of Practitioner Enquiries documented and available as a staff resource WSCA 4 will showcase PE undertaken by staff	CMcCrea/ PT Dev Team	Session 25/26	Practitioner Enquiry Template Practitioner Enquiry bank	Practitioner Enquiry undertaken by 30% staff Line Managers to have overview and monitor Practitioner Enquiry
1.2	Young people will benefit from the school Achieving the Family Centred Approach Gold Award	Increase in family engagement opportunities and in school workshops Achievement of FCA Gold Award, Completion of self-evaluation criteria, action plan, parental questionnaire and validation visit	C McCallum A McMillan	Session 25/26	Time FCA Self Evaluation framework- Gold level	FCA Gold Award status Parent/ Family Learning sessions offered Positive parent feedback

1.3	Providing targeted professional learning for staff will enhance their teaching strategies, resulting in improved student engagement, achievement, and wellbeing.	Deliver targeted professional learning sessions focused on inclusive teaching strategies (The Circle) and the SNHS Learning & Teaching framework	C McCrea K Grant	Session 25/26	CLPL newsletter Staffing to deliver CLPL	At least 3 CLPL sessions delivered 80% of teaching staff attend sessions Student Engagement Surveys Student Achievement Wellbeing Survey
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Improvement Priority: Social Justice and Wellbeing						
NIF Priority:1,2,3,4,5		NIF Driver:2,3,5,6		Qis:2.1,2.7,3.1,3.2		
	Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
2.1	Increased percentage of students attending school regularly and arriving on time, leading to greater engagement, reduced learning gaps, and enhanced performance. Attendance in 2018-19 (Last full year pre covid) S1 95.35% S2 93.2% S3 93.1% S4 93.4% S5 91.3% S6 89.3% S1-S5 93.3% S1-S6 92.7% Target 3 year average back above pre covid levels for all stages. (>0.5% increase whole school)	Proactive approach to building on recent improved attendance and timekeeping. - Continue to ensure pupils are on correct courses at correct level. - Continued strong and positive relationships with pupils and families. - Attendance discussions at assembly and in PSHE. - Developing skills for life, learning and work throughout curriculum and reinforced in PSHE/ assemblies. - Continued development of interpersonal relationships / resilience/ friendship groups. Review of S6 PSHE / RE programme. Full training on Business Intelligence toolkit for appropriate staff.	T Creighton / Pastoral team/SLT/ office/ attendance officer/ JST / external agencies. PTD	Ongoing	Bespoke courses offer in SNHS. ERC vocational programme. Options exercise. Letters 1-4. Parents' evening discussion. Phonecalls/ interviews with Pastoral/ Year head when required. PTD remit. Extra curricular programme. PSHE programme. YG assemblies. B.I. Tool	Fortnightly printout to Pastoral and SLT. Daily attendance email AM & PM. Accurate recording of attendance and timekeeping. Small targeted group work Termly Analysis B.I. Tool

2.2	Improved support for pupils due to greater data analysis of wellbeing and staff skills in providing support and interventions	Further embed pupil self-assessment of wellbeing using the Be Well, Health & Wellbeing tracking toolkit Analyse the toolkit data by class, year group, whole school, SIMD, ASN, LAC and other indicators to identify trends/gaps. Staff skilled and confident in using more robust data and insight to support planning at individual, group, and whole-school level. Discussions at tracking meetings to plan appropriate interventions to support pupils	J Wilson PT Development (D Downie) DHT (year group) Pastoral PT Wellbeing (C McCallum)	Twice per term and linked with year group reporting schedule	Local Authority Be Well survey Use of toolkit data, integrated support Supporting agencies, JST	Baseline understanding of wellbeing across year groups Almost all pupils complete tracking Toolkit data used as part of tracking meetings
2.3	Further develop our nurturing and trauma-informed school culture through The Promise – ACEs Informed Practice, leading to improved resilience, relationships, and outcomes for learners.	Increase number of staff who have completed the promise training from 80% to 100%. Raise awareness of ACEs and train staff on how to support pupils with ACEs. Provide regular inset inputs for ACEs over the next three year cycle	T. Creighton /G. O'Neil/ C McCallum/ Pastoral support. PTC.	2024-2026	The Promise online learning modules. Inset day. CLPL. WSCA. Departmental plans. Wellbeing self evaluations (twice per year). School report x3.	Individual and whole school award for the promise. Improved Positive destinations. Reduced referrals to JST / healthier minds. Improved attendance.

2.5	A fully inclusive school culture is further embeded, where all learners are supported and valued through the consistent implementation of The Circle Framework, leading to improved participation, wellbeing, and achievement for every student	Train staff in the Circle approach Provide staff with an overview of the processes for providing support and a reflective framework for considering additional support needs. Conduct a review of current inclusive practices with a particular focus on Physical Environment in classrooms Staff to complete and implement adjustments and improvements using The Circle Inclusive Classroom Scale Pupil Inclusion Ambassadors to provide feedback on their learning experiences	C McCrea J Young F Forsyth	Session 25/26	The Circle Inclusive Classroom Scale	100% of staff trained in the Circle approach All staff complete The Circle Inclusive Classroom Scale Documented adjustments made to Classroom Physical Environments Establish S1 – S6 Inclusion Ambassadors
2.6	Young people displaying EBSA are well supported through a whole-school approach to identify, support, and reduce EBSA through early intervention, targeted wellbeing strategies, and inclusive practice	Establish EBSA Working Group to lead self-evaluation and planning Audit existing pupil attendance data and identify pupils with EBSA patterns Evaluate early intervention processes (check-ins,	J Wilson T Creighton C McCallum PT Pastoral	Aug/Sep 2025 Ongoing Ongoing	Time Research Attendance data	Action plan created and shared with staff EBSA pupils identified for support

		reintegration plans, safe spaces) build parent/carers capacity to support wellbeing		Ongoing	Resources External agency support	Reduction in number of EBSA-related absences
2.7	Pupils benefit from smoother transition from Primary School.	Cluster calendar to build on current practice. Develop further cluster working to incorporate more curricular areas. SHNS staff and primary colleagues to share best teaching practice with a view to pupils joining SNHS in S1 Liaise with primary colleagues to include visits for primary pupils to SNHS, and senior pupil ambassadors SNHS staff to visit primaries; transfer of information wellbeing, literacy, numeracy, ASN for confidential overview. Link to Cluster Plan for further cluster working	T Creighton /associated primaries /SNHS representatives from, faith life, Pastoral, SFL, HWB, Languages, Literacy, Numeracy.	Session 2025-2027	Inset day. WSCA. CLPL. Short life working group. Cluster management meetings. Pastoral plan, Maths, English, Mod lang dept plans.	S1 alpha class balance. Early intervention and support of most vulnerable pupils. Improved gradient of learning. Leadership of senior pupils.

Improvement Priority: Pedagogy & Learning

NIF Priority:1,2,3,4,5		NIF Driver:1,2,3,4,5,6		Qis:1.1,1.2,1.5,2.3,2.3,3.2,3.3		
	Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
3.1	Continued and consistent implementation of the School's Learning and Teaching Framework to ensure a shared understanding of high-quality learning and teaching	Conduct lesson observations across departments to identify strengths and areas for development in pedagogy Trio working to promote peer coaching and classroom observation encouraging reflective practice and sharing of effective teaching strategies Embed a lesson observation toolkit to establish clear expectations and common language around effective pedagogy, promoting consistency in learner experiences. Monitor and evaluate the impact of pedagogical improvements on pupil engagement through pupil surveys /focus group and scrutiny of work	C McCrea /PT Dev Team	Session 25/26 Session 25/26	Time WSCA Inset CLPL	100% of departments observed at least once in next 2 years Observation reports completed and shared with staff Staff feedback indicates increased confidence in pedagogy Increase in peer coaching trios

	Maintain the percentage of S3 pupils achieving fourth level numeracy at 90% Increase and maintain the percentage of school leavers attaining numeracy at SCQF level 5 to 93%	See Maths Improvement Plan	C Boyle M Gorman	Session 25/26	L&T Maths assessments Tracking & Monitoring	Tracking of TJs in S3 – monitor percentage of pupils achieving fourth level in numeracy Tracking & monitoring percentage of school leavers achieving level 5 numeracy
	Maintain the percentage of S3 pupils achieving fourth level literacy (R, W, T & L) at 88% Increase and maintain the percentage of school leavers attaining literacy at SCQF level 5 to 98% Increase the percentage of school leavers attaining literacy at SCQF level 6	See Literacy and English Improvement Plan	C Boyle C Docherty J Bastable	Session 25/26	L&T Summative assessments Tracking & Monitoring English assessment	Tracking of TJs in S3 – monitor percentage of pupils achieving fourth level in literacy Tracking & monitoring percentage of school leavers achieving level 5 literacy

	Implemented strategic guidance on effective digital pedagogy	Develop a whole-school digital strategy to support practitioners and learners	C Boyle D Downie Digital Committee	Session 25/26	Time WSCA CLPL Learning visits	Monitor use of digital technology in the classroom via learning trios and QA learning visits
	Increased access to digital resources for curricular areas	Convert GP1 and GP2 into ICT suites SNHS request to be involved in Chromebook roll-out Four digital CLPL sessions offered over the course of the year	G O'Neil C Boyle C Boyle D Downie Digital Committee	Session 25/26	Finance Time Time CLPL for staff and training for pupils WSCA	Review the distribution of digital devices in October Monitor use of digital technology in the classroom via learning trios and QA learning visits
	Increased the effective use of digital tools and resources in their classroom practice	One WSCA dedicated to enhancing digital learning and teaching	C Boyle D Downie Digital Committee	Session 25/26		Monitor and review the number of teachers who achieve the MIE status. Target of 10 teachers.
	Increased pupil and staff leadership capacity for digital learning and teaching.	Increase the number of practitioners who are on the MIE pathway to become MIE experts to 10 teachers. Create and support opportunities for digital leadership amongst pupils e.g. increase the number of Digital Ambassadors	C Boyle D Downie Digital Committee	Session 25/26		Monitor and review the number of pupils who sign-up to be a Digital Ambassador. Target of 30 pupils across S1-S6. Monitor and review progress of

	Secure the Digital Wellbeing Award	Foster responsible digital citizenship, emphasizing online safety and ethical use of information.				achievement of award
3.2	A consistent and high-quality learning experience is achieved across the school as all departments fully engage in the Curriculum Improvement Cycle, leading to improved teaching practices and learner outcomes.	Encourage staff involvement in national CIC groups wherever possible. Regular whole staff updates at Inservice days or WSCAs Advertise update documentation / podcasts from EDSCOT through bulletin	GO'N PTCs	2025-2028 and ongoing (10 year cycle)	Time Inset Days WSCA	SIP / DIP, S&Q Course Plans Lesson Observations Attainment Outcomes
3.3	Develop environmentally aware pupils through enhanced whole-school engagement with Learning for Sustainability (LfS) and Laudato Si through strategic planning, curriculum integration, and community involvement.	Conduct an audit using Education Scotland's Learning for Sustainability: Self-Evaluation Tool to identify strengths and areas for development. Offer professional learning opportunities for staff on LfS and associated pedagogies (e.g. outdoor learning, participatory approaches).	J Bastable A Carroll J Reid A McMillan Tie in with social justice (JB, DD, LH, MG)	Session 25.26	Education Scotland's Learning for Sustainability: Self-Evaluation Toolkit	Increased staff confidence and capacity in delivering LfS across the curriculum. Greater learner engagement in sustainability, equity, Forest School and global citizenship issues.

		Introduce Forrest School Programme for identified learners Promote pupil leadership in LfS through eco-groups, global citizenship committees, and participation in initiatives such as Eco-Schools Scotland and Rights Respecting Schools.				Enhanced pupil voice and leadership in decision-making related to sustainability.
3.4	All Curricular Areas and the Pastoral and Support for Learning Departments have a consistent approach in writing their Standards and Quality Reports. A culture of continuous improvement is embedded through consistent Learning Walks and Half Lesson Observations, enhancing self-evaluation and	PT Meetings to work on evaluative writing using data from self-evaluation activities. Collate evidence from self-evaluation activities to establish progress in relation to relevant QIs. Review pilot of the Learning Walks and Half Lesson Observations introduced in session 24/25 by gathering feedback from SLT and PTs on the effectiveness of these activities in providing quantitative data.	Principal Teachers of Curriculum PT Pastoral (QA remit) Principal Teachers of Support for Learning SLT PTC PTP (QA remit) PTSfL QA WG Rep's	Sep 2026 May 2026	Time Time	Review of SIP/DIP twice per session and in line with dep QA calendars. Data gathering: • SQA results • Observations • Pupil voice • Parent feedback • Staff feedback (QI review) Feedback from SLT, PTs and staff on success of Learning Walks and Half Lesson Observations.

	leading to improved teaching quality and learner outcomes					Processing of gathered information into quantitative data.
	All Curricular Areas have a consistent approach towards embedding pupil focus groups and questionnaires into their self-evaluation activities.	Develop focus group resources and digital questionnaires based on the 'How good is OUR school?' framework.	PTC QA WG Rep's	June 2026	Time	Resources will provide quantitative data to evaluate pupil experiences consistently. Focus groups will be facilitated and questionnaires issued at various points in the year in line with dep QA calendars.

Improvement Priority: Attainment, Achievement & Progress

NIF Priority:3,4,5		NIF Driver:1,2,4,5,6		Qis:1.1,1.2,2.2,2.3,2.7,3.2,3.2		
	Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
4.1	Staff benefit from greater opportunities for collaborative working across the authority	Subjects Groups agreed on moderation focus for year 3 of CLN	C Boyle CMcCrea PTCs	2025/26	Time CLN 1: Wed 22nd October 2025 CLN 2: Fri 13th February 2025	Evaluations completed within subject areas
4.2	Improved tracking and monitoring of progress in the BGE Report home to pupils and parents on progress in the BGE	Provide CLPL to practitioners on new reporting language Provide pupils with updated guidance on new reporting language Provide parents with updated course outlines including new BGE reporting language	C Boyle D Downie Assessment and Reporting group	Aug/ Sept 2025	Time Updated BGE course outlines Assemblies PSHE lessons	Feedback from staff, pupils and parents Access to more robust BGE tracking data
4.3	Course choice in the Senior Phase is able to meet the needs of all learners.	Continue to improve senior phase offering at all levels to ensure that pupils have an appropriate range of courses to choose from allowing them to achieve their potential	M Gallagher J Cumming PTCs	May/June 2026	Staffing availability	Increased number of pupils with first choice courses at an appropriate level of learning

	Introduce and embed the SCQF Ambassador Programme to enhance learner voice, understanding of qualifications and progression	Recruit SCQF Ambassadors Ambassadors promote learner Pathways Increase parent/carers understanding	J Wilson D Downie PTCs	Oct 25	Year group Teams/ School Website/ Resources	At least 4–6 Ambassadors trained and in post Increase Pupil/parent awareness and confidence in SCQF levels and pathways
4.4	Staff at appropriate levels benefit from increased use of Local Authority Business Intelligence Tools allowing more in depth analysis of SQA data, attendance data, Standardised Test data etc.	Provide training to PTCs on SQA results tool to allow more in-depth analysis of SQA results and inform action plans Provide training DHT (Pastoral) and Pastoral (Attendance) to analyse attendance data generated through Business Intelligence tool. Use this to inform approaches to improving attendance. (see 2.1 above)		August 2025 October 2025		PTCs engaging with PowerBI software once per academic year. Clear links made to results analysis and DIPs. SLT and Pastoral (Attendance) engage with Power BI four times per academic year. Clear links made to attendance strategy resulting in increased attendance.

		Provide training to DHT and Mathematics and English PTs on Business Intelligence tool for Standardised testing to improve analysis and inform action plans.		April 2025		Mathematics & English departments engage in in-depth Standardised test analysis informing course structure.
4.5	Increased learner confidence in recognising, articulating, and applying meta-skills across subjects and contexts.	Audit current approaches to profiling and meta-skills across BGE Deliver CLPL for new staff (and those wanting a refresher) on meta-skills and provide example resources to embed and assess meta skills Embed meta-skills learning intentions and success criteria in curricular planning	J Wilson J Bastable PTCs PTCs PTPs	Aug 25 Sep 25 Aug 25 – ongoing	WSCA Department surveys, pupil focus groups Time WSCA, Collegiate time	Baseline created allowing for improvement and identifying gaps Clearer links established between curriculum and life skills evident through Course plans Pupil Profiles

	Learners have a strong sense of ownership of their learning journey and can track their progress and plan their next steps	Involve learners in peer and self-assessment activities linked to meta-skills Introduce the use of the MY WOW digital learner profile initially in PSHE with regular learner reflections and staff inputs Engage parents/carers to support profiling	J Wilson J Bastable V Newlands R Weir PTPs	Time specific to year group	PSHE lessons, Templates in PSHE booklet, ICT training Letter and Information guide provided to parents/carers	Pupil profiles Evidence of parental involvement in profiling, MYWOW etc.
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