

# Education – Improvement Planning Document 2023-24

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Establishment Name: Notre Dame High School

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Signatures:

Head of Establishment	Anne Munro	Date	30 <sup>th</sup> June 2023
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Quality Improvement Officer	Alison McLellan	Date	30 <sup>th</sup> June 2023
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# Our Vision, Values and Aims

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**A COMMUNITY OF LEARNING  
AND FAITH, BUILT UPON  
LOVE AND AMBITION**

## NOTRE DAME HIGH SCHOOL

### Belief



We aspire to live by the Gospel Values, each and every day.

We believe in ourselves and in each other.

We support and encourage each other to be the best versions of ourselves.

### Perseverance



We strive to develop our God-given talents to the best of our abilities.

We respond to challenges with determination and resilience.

We are confident in seeking support to help us achieve and progress.

### Respect



We are kind, caring and respectful of ourselves and others.

We value positive relationships and they are at the centre of all that we do.

We are an important part of our school and wider community and take pride in it.

## 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2023-2024

Session 2024-2025

Session 2025-2026

Stella Maris outcomes and tasks are highlighted in blue.

# Overview of rolling three-year plan

National Priorities	Session 2021-2022	Session 2022-2023	Session 2023-2024
<p><b>Improvements in attainment, particularly in literacy and numeracy</b></p>	<ul style="list-style-type: none"> <li>▪ Improve communication with young people (BGE &amp; Senior Phase) and their families in relation to progress</li> <li>▪ Audit and review of learning/teaching and assessment approaches to ensure high quality and consistent approaches for all learners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide planned opportunities for all SP young people to discuss their learning with a mentor</li> <li>▪ Develop a culture of collegiality and sharing of good practice in relation to learning, teaching and assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with Inverclyde Authority and all staff in the use of Inverclyde BGE tracker to track progress through the BGE</li> <li>▪ Improve communication with young people in BGE and Senior Phase and families through the implementation of a more consistent local authority approach to reporting</li> </ul>
<p><b>Closing the attainment gap between the most and least disadvantaged children</b></p>	<ul style="list-style-type: none"> <li>▪ Develop planned, targeted and co-ordinated approaches and interventions across BGE &amp; Senior Phase to improve the following for learners in SIMD 1-2:               <ul style="list-style-type: none"> <li>○ Attendance</li> <li>○ Engagement</li> <li>○ Attainment</li> <li>○ Achievement</li> </ul> </li> <li>▪ Improvement in attainment (breadth and depth) for Senior Phase</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alternative curriculum with a focus on literacy and numeracy for S1 and Stella Maris pupils</li> <li>▪ Development of targeted whole school attendance interventions</li> <li>▪ Begin cluster approach to L/T/A with a specific focus on literacy and numeracy</li> <li>▪ Begin work towards Digital Schools Award</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce cluster approaches to improving attendance and engagement of learners in SIMD 1-2 and CEYP</li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ Development of Princes Trust Award;</li> <li>▪ Further develop planned, targeted and co-ordinated approaches and interventions across BGE &amp; Senior Phase to</li> </ul>

	<p>pupils (SIMD 1-2) and young people's health and wellbeing Care Experienced young people</p> <ul style="list-style-type: none"><li>▪ Develop digital approaches to L/T/A</li></ul>		<p>improve the following for learners in quintiles 1&amp;2</p> <ul style="list-style-type: none"><li>○ Attendance</li><li>○ Engagement</li><li>○ Attainment</li><li>○ Achievement</li></ul> <ul style="list-style-type: none"><li>▪ Continue to use assessment data in the Stella Maris Department to 'benchmark young people at transition points to ensure that all are support in their learning and have access to an appropriate learning pathway based on the learners curricular level;</li><li>▪ Continue to develop our enhanced transition programme with a view to beginning our collegiate work earlier in session;</li><li>▪ Continue to implement moderation exercises with primary schools and with NDHS mainstream staff to ensure that the curriculum offer and assessment data is of a standard</li></ul>
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<p><b>Improvement in children and young people's health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>▪ Develop and implement BGE Health &amp; Wellbeing curriculum focusing on resilience and relationships</li> <li>▪ Audit current partnership working practices</li> <li>▪ Audit SP PSE</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce strategic approach to partnership working</li> <li>▪ Introduce PSE inserts in SP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase awareness of partnership working with parents and staff</li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ Strategic, broad evaluation of pupil wellbeing in S1 (GMWP) and S3 (Blues/AFC)</li> <li>▪ Develop clarity of impact of wellbeing interventions on attainment/engagement</li> <li>▪ Development of Peer Education Project</li> <li>▪ Continue to offer a bespoke HWB programme based on the needs of our young people</li> <li>▪ Continue to develop our curriculum offer to ensure opportunities for all to achieve including, John Muir Award .</li> </ul>
<p><b>Improvement in employability skills and sustained positive school leaver destinations for all young people</b></p>	<ul style="list-style-type: none"> <li>▪ Continue curricular review to ensure that NDHS has an inclusive curriculum which meets the needs of all of our young people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce more strategic approach to DYW and positive destinations</li> <li>▪ Introduction of more vocational pathways to subsequently provide them with appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to raise understanding of value of vocational qualifications with all key stakeholders to ensure a wider curricular offer to meet</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Audit of DYW and positive destinations practices</li> <li>▪ Identify and implement opportunities for wider achievement for BGE and SP learners</li> </ul>	<p>qualifications which will ensuring that all young people have positive and sustained destinations</p> <ul style="list-style-type: none"> <li>▪ Introduction of DYW curricular options from S3 onwards</li> </ul>	<p>the needs of all learners.</p> <ul style="list-style-type: none"> <li>▪ Implement and embed SCQF Ambassadors Programme.</li> <li>▪ Embed teaching of NDHS 6 Essential skills across the curriculum.</li> <li>▪ Embed more strategic tracking of Positive and Sustained Destinations in the Senior Phase.</li> <li>▪ Continue to embed DYW skills for work within the curriculum offer in Stella Maris and close partnership working with colleges and third sector partner including Belville Gardens.</li> <li>▪ Continue to offer a blended curriculum offer which is inclusive and introduce more vocational pathways including Scottish studies.</li> </ul>
<p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p>	<ul style="list-style-type: none"> <li>▪ Implementation of new school vision, values and aims</li> <li>▪ Awareness raising of inclusive curriculum with</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of vision, values and aims in celebrating success</li> <li>▪ Integration of inclusive curriculum in pilot departments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase planned opportunities for pupil leadership with a particular focus on S1 and S2</li> </ul>

	<p>a specific focus on racial literacy</p> <ul style="list-style-type: none"><li>▪ Increase pupil participation in decision-making</li></ul>	<ul style="list-style-type: none"><li>▪ Develop pupil participation via Pupil Council as part of L/T/A approaches</li></ul>	<ul style="list-style-type: none"><li>▪ Increase planned opportunities, through Young Leaders of Learning programme, to shape school improvement</li></ul>
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# *Stakeholder's views*

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## **How were stakeholder's views collected?**

- ✓ Discussion with all staff at the beginning of the term to share staff views gathered and how these have informed improvement priorities for this session
- ✓ Evaluation of quality indicators at collegiate time by departments
- ✓ Quantitative data gathered from all stakeholders (young people, staff, parents and stakeholders) via annual NDHS surveys
- ✓ Parent Council consulted via regular meetings
- ✓ Student Council consulted and views shared

## **How PEF spend was consulted on?**

Process outlined above included sharing of PEF spend.

# Plan –Session 2023-2024

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
<b>NIF Driver</b>  Teacher professionalism School Improvement	<b>HGIOS/ELC QIs</b> 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	<b>UNCRC</b> Article 3 (Best interests of the child): Article 29 (Goals of education):

## Rationale for change based self- evaluation including data and stakeholder views

Although improvements have been made over the past two sessions, our attainment and self-evaluation data identifies that there is a poverty related attainment gap in literacy and numeracy in BGE.



There is also a lack of correlation between TPJ in BGE and Senior Phase attainment in literacy and numeracy. Almost all young people leaving school in the past five years achieved a SCQF level 4 qualification in literacy and numeracy with most learners achieving a SCQF level 5 qualification. The percentage of young people leaving with a level 5 numeracy qualification in 2021.22 increased by 10% from the previous year. Performance of literacy and numeracy at level 4 & 5 remains slightly below the VC

Senior Phase assessment review following SQA results analysis for 2021.22 identified lack of consistency and rigour in assessment practices. Assessment approaches and tracking and monitoring systems adapted in some curricular areas for this session and learners identified experience improved.

The profile of our young people in the Stella Maris has changed and to support our learners to be successful we are offering a more Inclusive curriculum model based on the needs of our learners whilst continuing to support them with their communication and language needs.

**Expected outcomes for learners - Who? By how much? By when? What?**

- By December 2024, targeted learners, impacted by poverty in S4 who are summer or winter leavers will have a minimum of one level SCQF level 5 qualification. This is an increase of 5% (from 85% to 90%)
- By June 2024, most S3 learners Maths and English classes will show increased engagement in their learning, impacting on their progress.
- By June 2024, most learners are supported to identify their next steps in learning quality feedback (assessment and moderation processes will support this)
- By June 2024, targeted learners, impacted by poverty in S3 will improve their literacy and numeracy levels by 3%
- By June 2024, all staff have an increase in confidence in identifying pupil progress and this is used to support them to identify next steps in their learning
- By October, 2024 a plan will be in place to mirror pedagogical approaches in primary and secondary
- Enhanced transitions are evident between primary and secondary and this will increase positively on TPGs

**If PEF spend is supporting – how much and what?**

MCR Pathways  
Supported Study

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Develop consistent and planned approaches to tracking and monitoring in BGE, including:</p> <ul style="list-style-type: none"> <li>▪ Implementation of BGE tracking and monitoring system</li> <li>▪ Review of existent tracking and monitoring policy</li> <li>▪ Development of consistent, planned and robust approaches for moderation at departmental, whole school and local authority level</li> <li>▪ Planned moderation exercises with Stella Maris staff, mainstream staff and Primary colleagues on assessment approaches and curricular programmes</li> </ul>	June 24		<p>All staff</p> <p>Pupils</p> <p>Parents/Carers</p>	<p>SLWG of Staff</p> <p>Pupil focus group</p> <p>Parent focus Group</p> <p>Time</p>
<p>Review of BGE curriculum, focusing on:</p> <ul style="list-style-type: none"> <li>▪ striving to ‘get it right’ for and engaging all learners;</li> <li>▪ quality of learning and engagement;</li> </ul>	December 24		DHT and Learning, Teaching and Assessment Project Team	Collegiate time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>▪ rich, planned opportunities to develop leadership skills via the four capacities;</li> <li>▪ development of skills required for independent learning;</li> <li>▪ supporting young people to understand how their achievements help them develop knowledge and skills for learning, life and work.</li> </ul>				
To continue to Plan, implement and review the Diocesan Secondary BGE curriculum and provide appropriate information for young people and their families	June 2024		John Paul McGovern, RE dept. and diocese	Collegiate time
<p>Ensure that the principles of the 'NDHS Lesson' are fully embedded into departmental curricula at all levels by:</p> <ul style="list-style-type: none"> <li>▪ departmental review of curricula;</li> <li>▪ continued promotion of highly effective pedagogy via the NDHSLearns campaign;</li> <li>▪ planned Learning Walks via whole school self-evaluation calendar</li> </ul>	December 2024		DHT, Learning, Teaching and Assessment Project Team, PTs and all staff	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>▪ sharing of good practice from Learning Walks</li> <li>▪ support and challenge provided as appropriate</li> </ul>				
<p>Implement whole school approaches to literacy, including:</p> <ul style="list-style-type: none"> <li>▪ Establishment of ‘Literacy Across the Curriculum’ Project Team</li> <li>▪ Developing a culture of reading</li> <li>▪ Achieving ‘Core Award’ in the Reading Schools Award</li> <li>▪ Development of approaches to listening and talking</li> </ul>	December 2024		<p>Jenn Forrester</p> <p>Project Team</p>	
<p>Develop more robust approaches to self-evaluation which will inform future planning, taking in the views of all stake holders and ensure they understand the actions as a result of this.</p>	August ‘23		All stakeholders	Time
<p>Continue to involve all stakeholders in the planning and production of ‘This is how we do it here’ document, incorporating Relationships and</p>				

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Learning, Teaching and Assessment policies.				
Teaching staff to continue to engage in CLPL with secondary colleagues to improve pedagogy and increase confidence	Ongoing		All staff	Time
Non-teaching staff to engage in all ASC training when available	Ongoing		PSAs	Inset Days
Targeted group of S4 learners to be identified for attendance improvement (Sports Pathway). Attendance in December '22 recorded.	Aug '23		PTG PT PE, Sports Coach & DHT	Tracking data
Continue to develop the good practice already started in gathering and recording pupils' wider achievements both from within and out with their school experience and use this data to direct interventions to 'get it right' for those in need of the most support to develop the 4 capacities of CfE.				

**Measure of Impact: What we will see and where?**

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- ✓ Tracking & monitoring data (Sports Pathway dashboard) will show targets are met
- ✓ Attendance data will show targets are met
- ✓ Minutes of meetings focusing on pupil progress and attainment in BGE and Senior Phase will show improvement
- ✓ Data that demonstrates that almost all pupils are making the expected progress
- ✓ Self-evaluation of learning and teaching will evidence improvement in the consistency of high-quality learning and teaching (including effective use of digital technology) across the curriculum. Evidence will be gathered via analysis of pupil progress, pupils' views and learning visits
- ✓ Engagement levels data (via GWMP and Leuven Scale) demonstrate evidence of improved engagement for the targeted cohort of pupils
- ✓ Minutes of cluster and departmental meetings will show moderation activities
- ✓ Feedback from partners (Morton in the Community and West College Scotland) shows



**Priority 2** Improvement in children and young people's health and wellbeing  
Improvement in children and young people's health and wellbeing

<p><b>NIF Driver</b></p> <p>School leadership School Improvement</p>	<p><b>HGIOS/ELC QIs</b></p> <p>1.5 Management of resources to promote equity 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>	<p><b>UNCRC</b></p> <p>Article 2 (Non-discrimination): Article 14 (Freedom of thought, conscience and religion):</p>
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**Rationale for change based self- evaluation including data and stakeholder views**

Following year one of our COVID-19 recovery plan, our self-evaluation evidence identified that some young people were experiencing barriers to learning due to their health and wellbeing. Although there were a range of supports and partnership working in place, the strategic overview around this needed improvement and to be more data informed. The addition of a PEF funded DHT to lead strategically on this area has already resulted in reviewed and redesigned structures, strategies and partnership interventions to ensure improved approaches to improving wellbeing outcomes for young people. This is helping to meet the needs of targeted young people in a more focused and planned way.

Ongoing approaches to attendance show continuous improvement and reduce the gap in terms of equity. We are above the local measure in terms of attendance and have also reduced the gap between SIMD 1&2 and 3-10. However, this improving picture still requires and ongoing focus. These improvements can be attributed to our revised and updated policy and procedures in relation to attendance which are not only more robust but adopt a more strategic approach centred around partnership working.

As a result of our approach to ensuring the wellbeing of all children, we are improving outcomes for children, young people and their families. We recognise though that greater awareness of the variety of supports available for stakeholders and clear mechanisms for young people to access these supports is a priority.

The demographic of our school community is changing and becoming more diverse and, because of this clear and consistent approach to equalities to be embedded in the culture, ethos and curriculum of the school.

**Expected outcomes for learners - Who? By how much? By when? What?**

- By December 2023, a targeted group of S4 learners will see a 10% increase in their attendance
- By June 2023, overall attendance will increase from 89.1% to 90.3%
- By June 2024, targeted learners impacted by poverty who are impacted by trauma feel more supported at school
- Pupil feedback from equalities questionnaire demonstrates an enhanced awareness of the identified protected characteristics leading to a reduction in bullying and equalities incidents recorded on SEEMIS by 10%

**If PEF spend is supporting – how much and what?**

DHT  
 PTG backfill  
 Additional PTG (0.8)  
 HWB coach  
 HWB Officer)  
 Morton Coach - Sports Pathway  
 HWB Practitioner  
 Man On  
 Action for Children (Counselling and Well-being Practitioner)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Evaluate current HWB Programme and implement changes for impact	October '23		Ed Psych ICOS All staff Pupils Parents	Time
Continue to develop our curriculum offer to ensure that all learners are included and have opportunities to achieve and be successful learners	Ongoing		All staff	
Continue to benchmark the health and wellbeing of all learners through	Ongoing		All staff	Time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
the session and use outcomes to identify targeted interventions			Parents Pupil	HWB questionnaires Boxall Profile
Attendance Matters flyer to be issued to all parents with annual data check Cluster approaches to improving attendance to be developed  Further tightening of attendance monitoring processes including regular reviewing of concerns.	Aug '23  May '24  October '23		DHT /Office staff  Primary HT/DHT  DHT PEF PTGs DHT PEF	Attendance Matters flyer  Protected development time  Protected development time/Attendance tracker Inset day presentation
Delivery of CLPL programme for all staff based around Trauma Informed Practice  Presentation to staff re partnership working and measurement of interventions (GMWP/Leuven Scale of Engagement)  Development of Single Agency Planning document to ensure consistency of approach	December 23  September '23  September '23		All staff  DHT PEF/PTGs  Guidance team & Ed Psych.	Protected collegiate time  Protected development time/CLPL  Protected development time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
MVP to be introduced, led by senior students with S1 PSE classes	November '23		PTG and senior students	MVP resources, protected development time
Development of strategy to measure improved attainment post wellbeing interventions	December '23		DHT PEF/PTG/ HWB WGroup	Staff CLPL
Development of regular communication to staff/parents/pupils about partnership working	March '24		HWB WGroup	Protected Development Time
BGE and SP PSE input to be developed on Protected Characteristics and delivered to all pupils	October '23		PSE teachers Pupil council view	Protected development time Pupil council
MVP Programme to be re-launched	March '24		PT / Trained staff/ Wellbeing liaison officer/ senior pupils	MVP training/Protected development time
Re-introduction of YPI in S3 PSE	March '24		S3 PSE Staff/DHT/YPI staff	YPI resources/Inset training/S3 assemblies

**Measure of Impact: What we will see and where?**

How will we measure this? What does "better" look like? How will we recognise better when we see it?

- ✓ Identified cohort of pupils will be able to demonstrate improvements in their lifestyle choices via questionnaires and focus group discussion
- ✓ Most pupils can articulate their awareness and understanding of protected characteristics and how this informs their behaviour via questionnaires and focus group discussion
- ✓ We will see improvements in wellbeing and self-esteem for identified cohort of pupils via analysing data every 6 weeks including one-to one meetings with pupils and direct observations
- ✓ Our curriculum incorporates local history projects / inserts
- ✓ Our curriculum has been reviewed in order to ensure that equality and diversity are clearly addressed, in particular race equality and anti-racist education
- ✓ Pupils report improved learning experiences and knowledge in relating to race equality

<b>Priority 3</b> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people			
<b>NIF Driver</b>  Parental engagement School Improvement	<u>HGIOS/ELC QIs</u> 2.6 Transitions 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	<b>UNCRC</b> Article 3 (Best interests of the child): Article 29 (Goals of education):	
<b>Rationale for change based self- evaluation including data and stakeholder views</b>			
Following consultation with all stakeholders and analysis of school leavers' data, we have identified that by widening our curriculum offer to include vocational qualifications and through the teaching of employability skills, pupils will have the skills and knowledge to pursue and sustain positive destinations.			
<b>Expected outcomes for learners - Who? By how much? By when? What?</b>			
<ul style="list-style-type: none"> <li>▪ By December 2024, targeted learners, impacted by poverty in S4 who are summer or winter leavers will have a positive destination. This is an increase of 2%</li> <li>▪ By December 2024, targeted learners, impacted by poverty in S4 who are summer or winter leavers will have a minimum attendance of 80%.</li> <li>▪ By June 2024, Senior Phase learners, impacted by poverty, who were unable to determine their positive destination will have a clear destination pathway</li> <li>▪ By June 2024, all identified S4/5/6 who are CEYP will have a clear destination pathway</li> <li>▪ By June 2024, targeted S6 learners who are impacted by poverty and do not have a SCQF level qualification above level 4 will have attained two SCQF level 5 qualifications</li> </ul>			
<b>If PEF spend is supporting – how much and what?</b>			
DYW Co-Ordinator Columba 1400 Pathways Miko/Barista			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Continue to widen our SP curricular offer to offer vocational alternatives.	Mar 2024		PTs SLT	Protected development time. PEF – start-up costs
<p>Events to raise awareness and deepen understanding of vocational qualifications with our key stakeholders.</p> <p>Establish SCQF ambassadors and look outwards for sharing of effective practice.</p> <p>Careers Fair</p> <p>'Relaunch' the Stella Maris curricular offer to include skills for work</p>	<p>Mar 2024</p> <p>September '23</p>		<p>Employability WG.</p> <p>DHT</p> <p>DYW Coordinator</p> <p>PTs</p> <p>SCQF Ambassadors</p> <p>All stakeholders</p>	<p>Training of pupils/staff</p> <p>Development time</p> <p>Time</p>
Evaluating impact of S4 Employability Award	June 2024		<p>David Deary WCS</p> <p>JMcDonald</p> <p>Jamie McGowan DYW</p>	PEF

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>SDS – CLPL focus on meta skills</p> <p>Continue to build capacity of staff through regular consultation and dissemination of resources.</p> <p>Create action plan responding to the YP 5 Asks Responses.</p> <p>Launch NDHS Employability Skills across school.</p>	<p>Aug 2023</p> <p>Oct Inset 2023</p>		<p>SDS staff</p> <p>Employability WG</p>	<p>Inset Day Presentation from SDS</p> <p>PEF budget for resources</p>
<p>Evaluation of launch and build skills focus into School Calendar.</p>	<p>Nov 2023</p>		<p>All staff</p> <p>Employability WG</p>	
<p>At whole school and departmental level, develop a strategy for tracking skills progression which enables pupils to:</p> <ul style="list-style-type: none"> <li>- articulate their own skills development;</li> <li>- understand how their achievements help them develop knowledge and skills for learning, life and work.</li> </ul>	<p>June 2023</p>		<p>DHT/Employability WG</p>	
<p>Continue to develop partnerships with employers, ensuring impact on our curricula.</p>	<p>June 2024</p>		<p>Employability WG</p> <p>DHT</p> <p>DYW Coordinator</p>	



Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Use tracking data in BGE and Senior phase to evaluate pupil progress and implement timely interventions	Ongoing			
Promotion of Widening Participation/Flexible pathways to Higher Education	Sept '23		SDS/DYW/PTG	Pupil Assembly/Protected Development Time

#### Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- A wider curriculum with greater flexibility. Uptake of vocational improvements next session will improve leading to increased attainment particularly in S6.
- Target S4 class achievement of the Employability Award leading to a PSD and an increase in attendance, achievement and motivation.
- Rigorous tracking system highlighting success in achieving Positive Destinations and a targeted approach to ensuring Positive and Sustained Destinations for all school leavers.
- Employer partnerships leading to an increase in work experience and preparing pupils for PSDs through interview process.
- Pupil evaluations to measure success in developing employability skills – compare with this session’s data.

**Priority 4 Placing the human rights and needs of every child and young person at the centre of education**

Choose an item.

Choose an item.

<p><b>NIF Driver</b></p> <p>School leadership School Improvement</p>	<p><u>HGIOS/ELC QIs</u></p> <p>1.1 Self-evaluation for self-improvement 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>	<p><b>UNCRC</b></p> <p>Article 2 (Non-discrimination): Article 3 (Best interests of the child):</p>
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**Rationale for change based self- evaluation including data and stakeholder views**

The work of the Pupil Council was recognised in our recent local authority Peer Review. However, we recognise that pupil voice across the whole school, building on the strong work of the Pupil Council, to ensure that all young people are heard, and their views considered.

The changes that we have made to the S3 curriculum identify positive leadership opportunities for these young people which feed Into Senior Phase. However, we recognise that these leadership opportunities must be developed in S1 and S2.

The Stella Maris department has recognised that the previous curriculum model did not meet the needs of all learners and learners were not reaching their potential, especially in accredited course. Our new model ensures the human rights and the needs of all young people are being met.

**Expected outcomes for learners - Who? By how much? By when? What?**

- By June 2024, Gold Rights Respecting Schools status will be reinstated
- By June 2024, all learners (BGE and SP) will have an increased knowledge of their rights and responsibilities
- By June 2024, all S1 learners will understand what leadership opportunities are available to them

**If PEF spend is supporting – how much and what?**

Participatory budget towards the cost of the school day and to be decided upon by Pupil Council

<p><b>Tasks to achieve priority</b></p>	<p><b>Timescale</b></p>	<p><b>RAG</b></p>	<p><b>Those involved/responsible – including partners</b></p>	<p><b>Resources and staff development</b></p>
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<p>The role of pupil voice should be further developed across the whole school by:</p> <ul style="list-style-type: none"> <li>▪ ensuring that there are meaningful, planned opportunities embedded into departmental curricula for pupil voice to be heard and to effect change at all stages;</li> <li>▪ aligning the work of the Pupil Council with the whole school quality improvement calendar to ensure that pupil voice is at the heart of school improvement;</li> <li>▪ participation in the Young Leaders of Learning programme;</li> <li>▪ embedding 'Developing in Faith' within our self-evaluation process in conjunction with 'Listening to Young People: Engaging them in Planning for Improvement'</li> <li>▪ whilst the Pupil Council is a true representation of the diverse community of NDHS, planned opportunities to seek the views of targeted groups should also be developed</li> </ul>	<p>June 2024</p>	<p>DHT/PTG/SPLT/House Captains/Pupil Council</p>	
<p>Re-refresh of RRS work, including the following:</p>		<p>Equalities Project Team/SPLT/House Captains</p>	

<ul style="list-style-type: none"> <li>▪ Establishment of Equalities Project Team</li> <li>▪ Re-fresh of RRS Charter</li> <li>▪ Modify curriculum programmes to include UNCRC articles linked lessons</li> </ul>				
Continue to explore alternative ways to gain pupil voice; including Stella Maris Pupil Council	Ongoing		All stake holders	Time CLPL
Continue to use the whole school calendar to evaluate the impact of changes and plan for improvement	Ongoing		All stake holders	Time

**Measure of Impact: What we will see and where?**

How will we measure this? What does "better" look like? How will we recognise better when we see it?

- ✓ **Equalities Project Team minutes**
- ✓ **Data gathered from staff and pupil questionnaires**
- ✓ **S1 pupils will demonstrate their leadership skills and abilities and be able articulate where their strengths and weaknesses lie**