

# Notre Dame High School

## Standards and Quality 2023-24

## Context of the Establishment

### Our Establishment

Notre Dame High School is a six-year Roman Catholic secondary school situated in the centre of Greenock. The school serves the communities of central, west and east end of Greenock. The current school roll is 903. The school teaching staff compliment is 64fte which currently includes a Senior Leadership Team (SLT) of 5. The SLT consists of Head Teacher, three substantive Depute Head Teachers and one Depute Head Teacher whose cost is met through Pupil Equity Funding (PEF). There are 11 Pupil Support Assistants. They are also supported by a school Business Support Officer and 7 clerical staff. The Scottish Index of Multiple Deprivation (SIMD) identifies pupils from SIMD1 to SIMD9 who attend the school; 49% of pupils come from SIMD 1-2, with 39% living within SIMD1. Over time the school has welcomed several families where English is an additional language. There are, at present, 42 pupils who are care experienced and 276 pupils identified as having Additional Support Needs. Approximately 32% of pupils have a free meal entitlement. The Stella Maris Department is part of the school community and serves secondary pupils with communication and language difficulties from across Inverclyde.

### Vision, Values and Aims



**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.

## Establishment priority 1

### NIF Priority

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

### NIF Driver

Assessment of children's progress  
School Improvement

### HGIOS/ELC QIs

2.3 Learning, teaching and assessment  
3.2 Raising attainment and achievement

### UNCRC

Article 3 (Best interests of the child):  
*Article 29 (Goals of education):*

### **Outcome:**

- 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 TPJs

### **PEF used to support closing the gap:**

- Morton Coach – sports pathway
- MCR Pathways
- Targeted supported study
- Cover for staff visiting cluster primaries

### **Progress and impact of outcomes for learners:**

### **PEF used to support closing the gap:**

- Targeted Supported Study sessions and residential study weekend
- Targeted study resources for Senior Phase
- Bespoke curricular pathways

### **Progress and impact of outcomes for learners:**

- Most departments are now open to promoting flexibility and creativity within the curriculum. There are a range of bespoke curriculum pathways for a targeted cohort of young people:
  - Sports Pathway
  - Stepwell
  - Steplink

- RigArt
- Parklea
- Belville St Gardens
- John Muir Award
- Duke of Edinburgh
- SCQF qualifications

- Tracking data, including SNSA data, was used in the Senior Phase to ensure that S4 learners were challenged to fulfil their potential in terms of achieving 5+ qualifications at level 4 or 5 as appropriate. Additional supports were put in place to support any 'off-track' learner who, with holistic interventions, could achieve 5@5 or 5@4. Additional supports were also offered to LAC/CEYP/SIMD 1-3 students who were at risk of not achieving their 5@5 or 5@4 potential. Students who were estimated to achieve multiple band 7 or 8 at N5 level (and therefore at risk of not achieving 5 full qualifications at any level) were also targeted to complete additional N4 qualifications.
- 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 though leavers in S5 & S6 literacy and numeracy levels are in line with the VC.
- Although overall BGE Literacy and Numeracy targets have not been met, targeted cohorts of learners engaged in literacy and numeracy interventions in BGE supported by 'recovery' staffing. Baseline data indicates an improvement in literacy and numeracy levels for these learners. This targeted approach also improved confidence and resilience levels for these young people who have now identified that they feel more confident in their literacy and numeracy skills and are engaging more in their learning
- The English and Maths department are involved in moderation with our associated primary schools and a few departments engage with West Partnership or National moderation with the SQA.
- English and Maths departments consistently participate in authority and West Partnership moderation. Earlier this year, PTs of English and Maths also led cluster moderation and CLPL on level 3 literacy and numeracy with our associated primary schools. The PT English delivered CLPL based on 'Literacy: Responsibility for all' at level 3 and 4 to all NDHS staff

### Next steps

- ✓ Reduce the poverty related attainment gap in literacy and numeracy by reviewing pedagogy and BGE curriculum. Ensuring planned collegiate approaches with cluster colleagues
- ✓ Review of whole-school BGE curriculum (Year 1) to ensure high quality of learning and engagement throughout
- ✓ A consistent approach to the effective use of pupil voice should be implemented across the school community
- ✓ Launch of 'This is How We Do It Here' document which incorporates Relationships and Learning, Teaching and Assessment policies
- ✓ Introduction of BGE Tracking and monitoring system at both whole-school and departmental level

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## Establishment priority 2

NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

NIF Driver

Assessment of children's progress

Performance information

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion

2.7 Partnerships

UNCRC

Article 3 (Best interests of the child):

*Article 2 (Non-discrimination):*

**Outcome:**

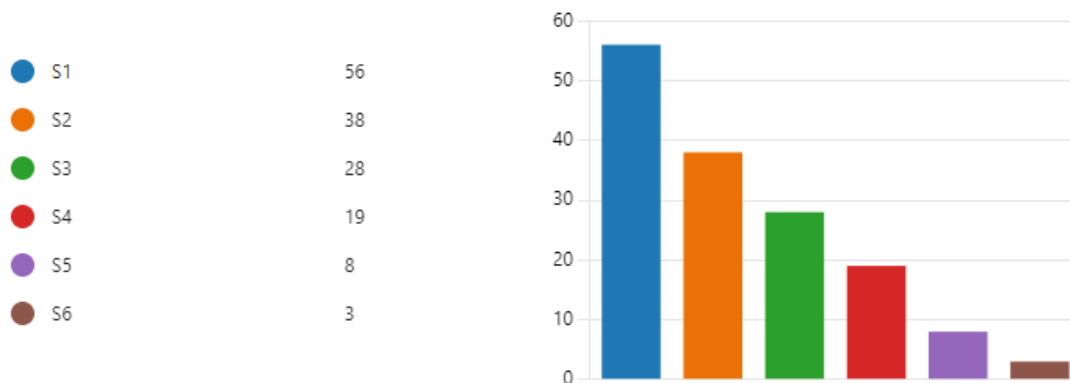
- By December 2023, a targeted group of S4 learners will see a 10% increase in their attendance
- By June 2024, overall attendance will increase from 89.1% to 90.3%
- By June 2024, targeted learners impacted by poverty who are impacted by trauma feel more supported at school
- Pupil feedback from equalities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

**PEF used to support closing the gap:**

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

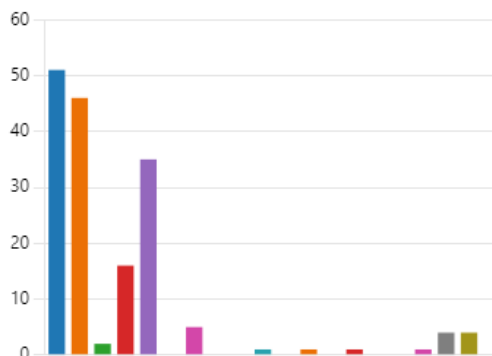
**Progress and impact of outcomes for learners:**

- 152 Wellbeing referrals were submitted. The breakdown for each year group is shown below:



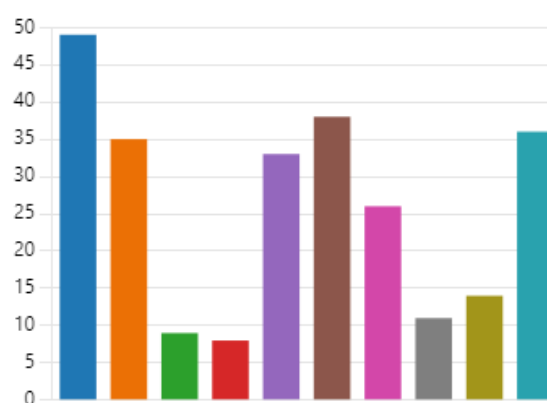
The support requested was from a range of agencies:

Wellbeing Officer (Donna Burns)	51
Wellbeing Coach (Rhys McCole)	46
AFC Wellbeing Practitioner	2
AFC Counsellor (Nicola McKeown)	16
Man On - 1:1 session	35
Man On - Groupwork	0
Barnardos	5
Young Carers	0
Community Police	0
DYW Coordinator	1
SDS - Red or Medium	0
MCR Pathways	1
Educational Psychologist	0
PT Support for Learning	1
CLD BGE	0
CLD Senior Phase	0
MCR Pathways	1
Home Link Worker	4
EBSA Support	4
Youth Drug Team	0



- The identified needs were for a range of issues:

Anxiety	49
Peer issues	35
Family support	9
Curricular support (attainment/e...)	8
Anger management	33
Low mood	38
Low motivation	26
Lack of positive role model	11
Bereavement/Grief/Loss	14
Other	36



- The most common 'other' need was a self-referral for Wellbeing Coach
- Action for Children – Blues Programme. 33 S3 pupils identified for this programme and all of those targeted participated in the groupwork.
- The majority [63%] of referrals for support from Wellbeing Officer were for learners in SIMD vigniles 1-4
- Most [83%] referrals for support from ManOn were for learners in SIMD vigniles 1-4

### Impact of Interventions

- For those working with Wellbeing Coach, improvements (or consistently high) in Leuven Scale data was recorded in the majority [64%] of learners. One learner's (SD) mean Leuven scale record was 1.67 however after block of wellbeing coach, mean record across 8 subjects improved to 3.2
- All learners working with Wellbeing Officer used Glasgow Motivational Wellbeing Profile to identify needs and assist evaluation of support.
- Almost all [97%] learners who engaged in ManOn support achieved improvements in identified areas of Outcome star measurement
- One learner (LB), whose extreme anxiety was a barrier to him attending school, was offered 1:1 bespoke support from Man On. After this intervention, his attendance at school improved significantly. He is now on a FTT which will be increased incrementally. His attendance was tracked over the year, illustrating the improvement after intervention in October/November '23:

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
0	0	0	4.55	3.13	11.11	16.67	35	45.83

- All learners' attendance and late coming is tracked monthly and if required, actions are agreed at house meetings
- All Care Experienced learners are offered a monthly check-in, and an updated profile which is shared with staff
- Action plans were created of 44 learners who were discussed at monthly Joint Support Team meetings involving our partners from Barnardos; Educational Psychology; ICOS; ManOn; Action for Children; SDS and DYW. These plans were subsequently reviewed at JST meetings to ensure that positive outcomes were achieved, or further help sought
- The majority [73%] of those who attended the AFC Blues programme showed an improvement in their CESD scores.
- Almost all [92%] learners who received AFC Counselling scored higher on the AFC counselling measure after this intervention.

### Next steps

Next steps:

- ✓ Continued focus on attendance to include increased cluster working
- ✓ Increase awareness of the variety of wellbeing supports available for stakeholders and clear mechanisms for young people to access these supports

- ✓ Further development of BGE PSE to ensure that curriculum meets current context of young people
- ✓ Further development of Senior Phase PSE (Year 2) to Senior Phase pupils
- ✓ A clear and consistent approach to equalities to be embedded in the culture, ethos and curriculum of the school
- ✓ Increased promotion of range of learner pathways available with young people and their families



## Establishment priority 3

### NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

### NIF Driver

School Improvement

Choose an item.

### HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

### UNCRC

Article 3 (Best interests of the child):

Choose an item.

### **Outcome:**

- 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%
- By December 2024, targeted learners, impacted by poverty in S4 who are summer or winter leavers will have a minimum attendance of 80%.
- By June 2024, Senior Phase learners, impacted by poverty, who were unable to determine their positive destination will have a clear destination pathway
- By June 2024, all identified S4/5/6 who are CEYP will have a clear destination pathway
- 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

### **PEF used to support closing the gap:**

- Additional DHT to lead strategically on Wellbeing, Equality and Inclusion
- Increased wellbeing supports through partnership working with 'Man On', Action for Children and Wellbeing Coach
- MCR Pathways Co-Ordinator
- Cost of the school day including 'Magic Breakfast' provision

### **Progress and impact of outcomes for learners:**

#### **Inclusion**

- All learners have received education on Protected Characteristics assemblies, outlining the current legislation.
- All S3 learners have received enhanced input on this from Community Police
- 10 Learners contributed to the Legacies of Slavery workshops, led by Inverclyde Libraries
- 33 registration classes and 31 parents/carers responded to the Calendar of Celebrations survey
- 32 young people have contributed to 'Our Community' group meetings and worked on Calendar of Celebrations

#### **Positive Destinations**

- All learners in S4-6 have submitted 16+ data and have access to support from PTGuidance; DYW and SDS to support them achieving a positive destination
- 32 learners submitted a UCAS application and all of them have secured at least an achievable, conditional offer. All of these learners had 1:1 support from Focus West in November '23

- All learners in S6 were given PSE input on budgeting; SAAS funding; positive pathways; UCAS; college application and apprenticeship workshops
- 6 S2 learners participate in DXC Digital Futures Academy and 6 S5 learners participate in Career Ready Programme and learner feedback indicates an improved confidence in planning for the future and engaging in a sustained and positive destination
- 18 learners were allocated a mentor through MCR Pathways. The majority [56%] of these learners met with their mentor on a weekly or fortnightly basis

### **Next steps**

- ✓ Further development of tracking and monitoring system which focuses on sustained and positive destinations. Clarity of roles and responsibilities of all staff feeds into this system.
- ✓ Further development of 16+ data to ensure timely and appropriate support for all young people.
- ✓ Implementation of NDHS skills framework to ensure all young people secure a positive and sustained destination.
- ✓ Continue to build partnerships with employers to impact on our curricula.

## Data

## Key Strengths:

A-C measures for current diet														
S4														
1 @ Level 5							5 @ Level 5							
2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2019	2020	
Inverclyde Council	81.6	85.6	83.8	85.2	82.7	82.1	34.1	45.9	40.9	40.6	37.2	38.1		
<b>Notre Dame High School</b>	87.04	89.77	83.23	85.81	91.61	88.21	32.10	41.48	37.27	34.84	40.00	46.75		

S5																		
1 @ Level 6						3 @ Level 6						5 @ Level 6						
2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2024
Inverclyde Council	59.01	64.9	70.5	58.2	56.9	59.2	34.8	38.9	45.7	36	33.8	33.6	15.2	16.7	21.7	14.9	13.7	13.3
<b>Notre Dame High School</b>	59.57	68.52	73.30	60.25	58.06	60.00	35.46	40.74	48.86	33.54	30.97	38.71	15.60	9.26	22.73	11.80	8.39	16.33

SQA attainment data outlined above shows an improving trend for all key measures in S4 and S5.

## Key Priorities:

- ✓ Increase in quality of N5 pass rates for S5 and S6 learners
- ✓ Increased focus on S4 learners who are in danger of not achieving literacy and numeracy at level 4
- ✓ Robust tracking of BGE attainment through new tracking and monitoring system to ensure S3 attainment data correlates effectively via Senior Phase attainment
- ✓ Continue to track and monitor attainment of Senior Phase learners in Stella Maris

## National Improvement Framework Quality Indicators

### 1.3 Leadership of change

Good

#### Key Strengths:

The rigorous drive to ensure that the school community has a clear ownership of the refreshed vision, values and aims of the school.

The Head Teacher and SLT's effective management of the pace of change in the school. There is a strong sense of collective responsibility within the change process.

The Head Teacher, staff and partners' deep knowledge and understanding of the pupils in the school. They work effectively with parents and partners to ensure the best outcomes for all pupils

#### Key Priorities:

- Implement a more systematic and robust approach to self -evaluation.
- Review and improve approaches to gathering the voice of all pupils.
- Continue to develop opportunities for pupil leadership within the BGE.
- Continue to protect time for middle leaders to engage in effective professional dialogue to further effect change, especially in partnership with the Stella Maris Department.

### 2.3 Learning, teaching and assessment

Good

#### Key Strengths:

- The school's vision, values and aims which underpin the strategic improvement priorities around learning, teaching and assessment.
- The implementation of The Notre Dame High School Lesson Charter which provides clarity and a shared expectation of all pupils and staff.
- Positive relationships resulting in a calm and focused learning environment.
- The quality of learning, teaching and assessment in most lessons.
- Effective moderation in the senior phase leading to increased staff confidence in agreeing standards.
- The S3 Skills Academy which offers young people the opportunity to develop skills for the future, progressing into the senior phase

#### Key Priorities:

- Continue to review and revise the learning, teaching and assessment cycle in the BGE across the curriculum.
- Continue to review impact of 'The Notre Dame High School Lesson' charter.
- Develop greater consistency of high-quality learning, teaching and assessment experiences for all young people.
- Increase opportunities for moderation activities within the Broad General education (BGE) at school, cluster, local authority, and national level.

- Develop a strategy which enables pupils to articulate their own skills development and a mechanism for tracking skills progression.
- Senior leaders should ensure that the effective practice in identifying and supporting specific cohorts of learners is more consistent across the school.

### **3.1 Ensuring wellbeing, equity and inclusion**

#### **Very Good**

##### Key Strengths:

- The positive, supportive relationships which is increasing learner engagement, leading to improved outcomes for young people.
- The range of effective provisions to support the mental wellbeing of young people.
- The highly effective planning and partnership work evident via the Joint Support Team (JST) structure.
- The high-quality support for young people during P7/S1

##### Key Priorities:

- Develop opportunities for pupil voice to be captured and considered across the whole school.
- Develop an approach to equalities and diversity that can be embedded within the ethos, culture and curriculum of the school.
- Develop clarity of impact of wellbeing interventions on attainment/engagement.
- Continue to develop the senior phase Personal, Social and Emotional (PSE) curriculum including planning towards positive destinations.
- Continue to develop the school's attendance strategy

### **3.2 Raising attainment and achievement/Securing children's progress**

#### **Good**

##### Key Strengths:

- The significant improvements made in BGE literacy and numeracy outcomes as a result of targeted interventions aimed at closing the poverty related attainment gap.
- The range of opportunities provided for young people to experiencing success in addition to the core curriculum offer.
- The increase in pathways and range of SCQF courses offered to young people across the school, which through use of Pupil Equity Funding is impacting positively on outcomes for young people

##### Key Priorities:

- Continue to further reduce the poverty related attainment gap particularly in third level numeracy and across all measures at fourth level.
- Review the BGE curriculum to ensure appropriate pace, challenge and progression into the senior phase.

- Explore opportunities for school and cluster moderation to develop staff confidence in making TPJs for Achievement of a Level.
- Ensure that level 4 data correlates with S4 presentation levels.
- Further develop and implement a process to track participation in wider achievements more fully across the BGE and Senior Phase at departmental and whole school level.

## Key Achievements of the Establishment

### Physical Education Department

We have had multiple teams across all age groups competing in the Paisley and District Football leagues this year. U13's – U18's along with an S1/S2 girls and S3/S4 girls teams who have competed in the Inverclyde Schools Sports Competition and the SPAR national trophy.

U13's & U15's boy's teams qualified for the semi – final playoff of the Paisley and District schools football league.

The S3/S4 girls qualified for the SPAR national final for the second successive year.

U15 boys are into the semi – final of the Scottish shield, which will be played later this month

EO'B represented Scottish schools in the Bob Docherty tournament. She was also selected for the National U16's development squad who played a 3-match tournament in Albania.

S1/S2 Heptathlon team achieved a bronze medal overall in the recent Inverclyde athletics competition.

District Cross country- - we had 3 medallists – 1 x bronze & 2 x Silver, S1/S2 girls won bronze in team event.

Renfrew District Swimming championships. We had 8 swimmers representing the school this year and all won a medal. From that competition, ZP in S1 qualified for the National finals in the 50m freestyle. He finished 5<sup>th</sup> overall for his age group.

Our pathways programme has been a huge success with our 8 participants all finding a positive destination after completing the course. They have undertaken SQA qualifications, personalised CV's, interview skills and a range of coaching and first aid qualifications.

The department has presented 9 SQA qualifications this year.

Barista – 21 pupils completed the course

Leadership award – 18 pupils completed the course

Senior sports leader – 21 pupils

Team sports NPA – 8 pupils

Sport and Recreation – 72 pupils

We were also successfully verified in N5/Higher Physical education and N5 Sport and Recreation.

#### Music Department

Over 200+ entries to the Inverclyde Music Festival

7x Bronze RCS Young Music Leader Entries

4x Silver RCS Young Music Leader Entries

1x Gold RCS Young Music Leader Entries

1x Pupil involved in National Youth Choir of Scotland

7x Attendees of the RCS Junior Conservatoire

1x Pupil involved in the West of Scotland School's Training Band

1x Pupil involved in the West of Scotland School's Concert Band

10x Pupils involved in a Pilot of the RCS Junior Arts Award

#### Maths Department

2 S4 pupils took part in Inverclyde Enterprising Maths Competition

2 S3 pupils took part in Inverclyde Enterprising Maths Competition

2 S4 pupils took part in National Enterprising Maths Final

2 S3 pupils took part in National Enterprising Maths Final

2 S6 pupils visited P7 along with a teacher from the department

#### English Department

5 young people were published in a Young Writers publication following a national competition

Working towards the Reading Schools Award, thus raising the profile of reading across the wider school community

Author visits organised for S1 classes

Reading and Writing Club ran every week offering young people an area to develop their personal creative writing skills

5 S6 pupils consistently supported S1 – S3 classes, developing their own leadership skills and supported young people to access the English curriculum

#### Geography Department

National 5 Skills for work Course ran for the first time in a few years, 16 S4-6 candidates achieved a pass. The class had a successful trip to the Beacon Arts centre in Greenock and enjoyed a visit from Hayes Travel.

Links have been made with Hays travel and a higher Geography student L. McD has secured an apprenticeship with them, starting in July 2024.

#### Science Department

26 Pupils went to France to learn how to ski.  
5 pupils achieved intermediate skiing certificate  
21 pupils achieved beginner skiing certificate

All S3 Biology pupils were invited to go on a field trip to The Cut to learn sampling techniques from the rangers there. They learnt skills on using pitfall traps, sweep net, pond dips, transect lines which helped embed and reinforce the N4 and N5 content learned in class.

Learning Lab - Scotland in Space - 70 S2 pupils attended the Science Centre. The young people attended a presentation from NASA to learn about the upcoming Artemis Missions

S3 pupils have either achieved N4 or N5 Unit 3 (Life on Earth) UASP and with a LO1 which allows them to be eligible for 1 Unit award even if they are not taking Biology in S4. (excluding 3 pupils)

YSL level 3 - New S2 learners working to achieve Young STEM Leader level 3 award, achieved 2 out of 4 badges so far. The young people have researched the importance of STEM and engaged in Learning for Sustainability to inspire others into STEM careers and be socially and environmentally aware.

S6 young stem leaders have been working towards their level 6 Young STEM leader award. They attended the Inverclyde STEM transition event at West college to support the upcoming S1 pupils in a number of STEM activities lead by local businesses. Furthermore a number attended a second STEM event in the evening to support and deliver STEM workshops to the local community.

The young leaders of learning group participated in some whole school evaluation with a specific focus on learning and teaching, they worked through the FHEPs from the HGIOS document and highlighted areas that they felt required work. This allowed the young people to take an active role in school improvement and have their views heard. The group hosted peers from St Stephens and worked together on what they felt made a good lesson and good teacher. Following this a group of YLL from Port Glasgow High school visited the school and carried out an investigation into the FHEPs of focus. The visit was well received from both sides and areas of strength and areas for development were highlighted. Both groups then worked together to identify possible action points for moving forward. The YLL from NDHS will visit St Stephens high school to carry out a similar investigation.

#### Modern Languages Department

Evidence for Modern Languages for Life and Work completed by S3 pupils. 10 pupils achieved SCQF level 4, and 4 pupils achieved level 3.



3 x S6 pupils, 5 x S4 pupils and 2 x S3 pupils carried out a Language Ambassador role throughout 2023/24.

Our S4 Ambassadors ran a weekly languages club for our younger S1/S2 pupils.

Our S6 ambassadors also attended cluster primary school visits to support NDHS input weekly.

Our S3 and S4 pupils visited their younger peers to deliver Languages Careers week lessons. Developing their own skills for the future.

All S2 pupils took part in a French breakfast event.

The department ran a successful Languages week with whole school events to promote and celebrate language learning and the diversity within our own school community.

### CDEG Department

1 x S6 pupil, 5 x S5 pupils, 9x S4 and 1x S3 pupils actively participated in the Technical Ambassador role in Session 23/24. This included them presenting at the P7 Open Evening, presenting to S3 pupils at Leadership Academy Options assembly and answering questions at the S3 Options Evening.

5 Groups of S3 pupils were entered as National Finalists in the TeenTech competition with 1 pupil being chosen to compete in the National Final.

10 x S3 Pupils attended TeenTech Scotland at Strathclyde University to develop ideas and take part in workshops on the environment and sustainability.

4 x S3 pupils have been preparing for the Rampaging Chariots competition this session in an after-school club.

The department led the S6 MVP training and organised the S1 MVP day. This program aims to highlight the role of a bystander and empower and educate pupils on gender-based violence.

The department delivered 5 National 5 qualifications this session and 3 Higher Qualifications.

3 members of the department have marked for the SQA this session in Design & Manufacture, Graphic Communication and Engineering Science. This will benefit classes within the department due to the level of understanding obtained.

### Social Subjects

3 x S6 pupils carried out a Social Subjects Ambassador role throughout 2023/24. They created and delivered inputs on Black History Month, Remembrance Day and Holocaust Week at whole school events.

Successful verification of National 4 People and Society and Level 5 Criminology.

S5 pupil participated in the SYP Election campaign. Department facilitated the opportunity for all NDHS pupils to vote in election.

8x S4 pupils achieved National 4 PAS as an additional qualification.

47x S3 pupils completed 1 unit of Level 5 Criminology through Leadership opportunities.

40x S5/6 pupils achieved Level 5 Criminology NPA.

All S2 pupils achieved a Heritage Heroes Bronze Award (Archeology Scotland) for their research into Inverclyde's links to the Transatlantic Slave Trade.

### **Religious Education**

25 S6 pupils successfully gained the Caritas award (this equates to at least 1000 hours of volunteering within the local Parish and school. They also gained SCQF Level 6 Religion, Belief and Values award and the Saltire Award.

24 pupils from S1-S3 participated in the Generation Hope Camp.

Almost all of S5 pupils gained SCQF Level 5 Religion, Belief and Values award.

10 S3 pupils participated in the Diocesan S3 Retreat in November 2023

15 S6 pupils participated in the Diocesan Vocations Retreat in September 2023

Three S6 pupils became Chaplaincy Ambassadors, and contributed to events within the department, eg Time for the Lord and Retreats.

Four S2 pupils prepared and delivered the departmental presentation at the P7 parents open evening in November 2023.

Ten Caritas pupils prepared and delivered a presentation on the Faith Life of the School during the P7 parents open evening in November 2023.

Caritas pupils and some other S6 pupils facilitated the P7 Pre-Confirmation