

# Education – Improvement Planning Document – 2024-25

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Establishment Name:

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Head of Establishment	Anne Munro	Date	June 2024
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Quality Improvement Officer	Alison McLellan	Date	June 2024
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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 2024-2025

Session 2025-2026

Session 2026-2027

**Stella Maris outcomes and tasks are highlighted in orange.**

## *Stakeholder's views*

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### **How were stakeholders' views collected?**

All staff were involved in a consultation in May where progress on this year's priorities was shared and feedback was provided by staff in relation to improvement priorities for next session. The 'Our Future' pupil decision-making group were consulted. Parents and carers were consulted via forum of Parent Council.

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

As above.

# Plan: Session 2024-2025

## Priority 1

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

### NIF Driver

Teacher professionalism  
Assessment of children's progress  
School Improvement

### HGIOS/ELC QIs

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
1.1 Self-evaluation for self-improvement

### UNCRC

Article 3 (Best interests of the child):  
Article 28: (Right to 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 identify that there is a poverty related attainment gap in literacy and numeracy in BGE. There is also a poverty related attainment gap in literacy and numeracy of new S4 learners who are behind their VC.

There is also a lack of correlation between TPJ in BGE and Senior Phase attainment in literacy and numeracy.

TPJ - % achieving Level 4							Inverclyde Average 22/23			
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy	Listening & Talking	Reading	Writing	Numeracy
2022 - 2023	All	157	67.1%	72.4%	58.6%	58.6%	59.7%	60.3%	56.0%	50.7%
	1 - 2	79	61.6%	65.8%	53.4%	43.8%				
	3 - 10	78	71.4%	77.9%	62.3%	72.7%				
	GAP		-9.8%	-12.2%	-8.9%	-28.9%				
2021 - 2022	All	159	37.8%	40.4%	26.3%	56.4%				
	1 - 2	76	32.0%	32.0%	16.0%	40.0%				
	3 - 10	83	44.3%	49.4%	36.7%	72.2%				
	GAP		-12.3%	-17.4%	-20.7%	-32.2%				
2020 - 2021	All	154	37.1%	42.4%	33.1%	55.2%				
	1 - 2	86	32.9%	35.4%	27.8%	42.9%				
	3 - 10	68	40.3%	50.7%	38.8%	73.1%				
	GAP		-7.4%	-15.3%	-11.0%	-30.3%				

### Section 2: Overview of Attainment - BGE

TPJ - % achieving appropriate level (53 data)							Inverclyde Average 22/23			
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy	Listening & Talking	Reading	Writing	Numeracy
2022 - 2023	All	157	96.1%	96.7%	93.4%	91.4%	91.7%	90.7%	89.2%	88.3%
	1 - 2	79	95.0%	95.9%	94.5%	89.0%				
	3 - 10	78	96.1%	97.4%	92.2%	93.5%				
	GAP		-0.2%	-1.5%	-2.3%	-4.5%				
2021 - 2022	All	159	95.5%	93.6%	92.3%	89.7%				
	1 - 2	76	96.0%	94.7%	90.7%	85.3%				
	3 - 10	83	94.9%	92.4%	93.7%	93.7%				
	GAP		-1.1%	-2.3%	-3.0%	-8.3%				
2020 - 2021	All	154	94.7%	96.0%	90.7%	87.0%				
	1 - 2	86	91.1%	93.7%	81.8%	83.3%				
	3 - 10	68	98.5%	98.5%	97.0%	92.5%				
	GAP		-7.4%	-4.8%	-12.2%	-9.2%				

Source: SEEMIS/Attendance/School  
Source: SEEMIS/Progress and Achievement/Management Reports/General Report/At-Risk Report - wider access

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.

Our self-evaluation data identifies that there is still a lack of consistency in approaches to learning, teaching and assessment with a particular focus on BGE. Learners identify that in Senior Phase, they have regular conversations about their learning and clearly understand where their current progress is and how to improve. However, this is not reflected in BGE.

**Expected outcomes for learners**

Who? By how much? By when? What?

- By December 2025, 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 2025, most S3 learners Maths and English classes will show increased engagement in their learning, impacting on their progress.
- By June 2025, most learners are supported to identify their next steps in learning quality feedback (assessment and moderation processes will support this)
- By June 2025, targeted learners, impacted by poverty in S3 will improve their literacy and numeracy levels by 3%
- By June 2025, 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 2025, 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

**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 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



Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Continue to develop approaches to gathering assessment data at key transition points	June 2025		E Bristow & A Munro	Additional staffing from Student Support Department
<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>✓ Ongoing BGE departmental review of curricula;</li> <li>✓ continued promotion of highly effective pedagogy via the NDHSLearns campaign</li> <li>✓ Series of CLPL session for all cluster staff with a specific focus on feedback, questioning, active learning and differentiation</li> <li>✓ Stella Maris staff to continue to share good practice/pedagogical approaches with staff across the school community</li> </ul>	April 2025		<p>G Gordon Project Team Curricular Leaders E Bristow &amp; A Munro</p>	Planned collegiate sessions with NDHS staff and cluster colleagues focused on pedagogical approaches.
Continue to develop robust whole approaches to self-evaluation:	June 2025		A Munro Curricular PTs	Collegiate time to look outwards, identify good practice and develop



Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>✓ Introduction of departmental 'Deep Dive' trios</li> <li>✓ Further development of 'Our Future' decision-making group to engage with cluster primaries via Young Leaders of Learning programme</li> </ul>				NDHS approach to departmental 'Deep Dive' trios
Implementation of 'This Is How We Do It Here' (relationships and L/T/A) policy	October 2025		G Gordon	Collegiate time for all members of the school community to familiarise themselves with and implement 'This Is How We Do It Here' policy

<p><b>Priority 2</b>                  Improvement in children and young people's health and wellbeing                  Improvement in children and young people's health and wellbeing</p>						
<p><b>NIF Driver</b>                  Assessment of children's progress                  School leadership                  School Improvement</p>	<p><b>HGIOS/ELC QIs</b>                  1.5 Management of resources to promote equity                  2.4 Personalised support                  3.1 Ensuring wellbeing, equality and inclusion</p>	<p><b>UNCRC</b>                  Article 3 (Best interests of the child):                  Article 29 (Goals of education):</p>				
<p style="text-align: center;"><b>Rationale for change based self-evaluation including data and stakeholder views</b></p> <p>Post COVID-19, our self-evaluation evidence identified that some young people were experiencing barriers to learning due to their health and wellbeing. Ongoing work in relation to this area has ensured a strategic and planned approach to wellbeing, equality and inclusion has been implemented via an additional PEF funded DHT. Our self-evaluation data identifies that's helping to meet the needs of targeted young people in a more focused and planned way.</p> <p>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&amp;2 and 3-10. However, this improving picture still requires an 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.</p> <p>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.</p> <p>The demographic of our school community is changing and becoming more diverse. As a result of this we require a clear and consistent approach to equalities to be embedded in the culture, ethos and curriculum of the school.</p>						
<p style="text-align: center;"><b>Expected outcomes for learners</b></p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Who?</td> <td style="width: 25%;">By how much?</td> <td style="width: 25%;">By when?</td> <td style="width: 25%;">What?</td> </tr> </table>			Who?	By how much?	By when?	What?
Who?	By how much?	By when?	What?			
<ul style="list-style-type: none"> <li>✓ By June 2025, identified cohort of BGE pupils will be able to demonstrate improvements in their lifestyle choices</li> <li>✓ By June 2025, almost all BGE pupils can articulate their awareness and understanding of protected characteristics</li> <li>✓ By June 2025, we will see improvements in wellbeing and self-esteem for identified cohort of pupils</li> </ul>						

<b>Measure of Impact: What we will see and where?</b>
How will we measure this? What does “better” look like? How will we recognise better when we see it?
<ul style="list-style-type: none"> <li>▪ Pupil questionnaires will identify improvements in lifestyle choices</li> <li>▪ Pupil questionnaire data identifies an improvement in BGE learners’ understanding of protected characteristics</li> <li>▪ 6 weekly data from our partners will identify improvements in wellbeing</li> </ul>
<b>If PEF spend is supporting – how much and what?</b>
DHT (£8,405) PTG backfill for DHT (£8,894) HWB coach (£9,555) ‘Man On’ (£11,020) ‘Action for Children’ (£8,000) Wellbeing Officer (£20,906) Magic Breakfast (£2,598)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Continue to develop whole school strategy focused on attendance: <ul style="list-style-type: none"> <li>✓ Early intervention strategy for S1 learners with a specific focus on late coming</li> <li>✓ Develop approaches to supporting learners with attendance of less than 20%</li> <li>✓ Further development of CAST (Cluster Attendance Support Team) strategy to improve</li> </ul>	December 2026		C Smith PTGs Cluster DHTs HWB/Attendance Support Worker	Collegiate cluster time Termly CAST meeting

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
cluster approaches to attendance				
Further develop health and wellbeing baseline data and tracking system	April 2025		E Bristow and A Munro	Development time for implementation and further development of system
Continue to develop and review PSE curriculum in Senior Phase			C Smith PTGs DWY Co-Ordinator SDS Partner Agencies	Collegiate time for ongoing curricular review and development.
Continued development of S3 PSE curriculum with the introduction of SQA Leadership Award			C Smith PTGs PSE teachers	Collegiate time for ongoing curricular review and development.
Review and update of current anti-bullying policy and achievement of 'Respect Me' Award	May 25		C Smith Equality Project Team 'Our Community' decision-making group Staff Parents and Partners	IC Antibullying policy Respect Me eLearning Modules Time for staff training Respect Me: Measuring Impact Toolkit

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Continue to develop approaches to improving outcomes for Care Experienced Young People:</p> <ul style="list-style-type: none"> <li>✓ Further development of CEYP tracker</li> <li>✓ Delivery of ‘Keeping the Promise’ CLPL sessions</li> <li>✓ Further develop opportunities for CEYP Decision-Making Group to lead whole school improvement</li> <li>✓ Achieve ‘The Promise Award’</li> </ul>	June 2025		<p>C Smith A Farren CEYP decision-making group</p>	<p>Collegiate time for whole staff CLPL sessions</p>
<p>Development of tracking and monitoring system of health and wellbeing</p>	December 2025		<p>C Smith PTG A McLellan &amp; LA HWB steering group</p>	<p>Collegiate time in school and at local authority level</p>

<p><b>Priority 3</b>                  Improvement in skills and sustained, positive school-leaver destinations for all young people                  Closing the attainment gap between the most and least disadvantaged children and young people</p>			
<p><b>NIF Driver</b>                  School Improvement                  School leadership                  Assessment of children's progress</p>	<p><b>HGIOS/ELC QIs</b>                  1.1 Self-evaluation for self-improvement                  2.2 Curriculum                  2.6 Transitions</p>	<p><b>UNCRC</b>                  Article 15 (Freedom of association):                  Article 29 (Goals of education):</p>	
<p><b>Rationale for change based self-evaluation including data and stakeholder views</b></p>			
<p>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.</p>			
<p><b>Expected outcomes for learners</b></p>			
Who?	By how much?	By when?	What?
<ul style="list-style-type: none"> <li>▪ By December 2025, targeted learners, impacted by poverty in S4 who are summer or winter leavers will have a minimum attendance of 80%.</li> <li>▪ By June 2025, Senior Phase learners, impacted by poverty, who were unable to determine their positive destination will have a clear destination pathway</li> <li>▪ By June 2025, all identified S4/5/6 who are CEYP will have a clear destination pathway</li> <li>▪ By June 2025, 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>			
<p><b>Measure of Impact: What we will see and where?</b></p>			
<p>How will we measure this? What does "better" look like? How will we recognise better when we see it?</p>			
<ul style="list-style-type: none"> <li>▪ A wider curriculum with greater flexibility. Uptake of vocational improvements next session will improve leading to increased attainment particularly in S6.</li> <li>▪ Rigorous tracking system highlighting success in achieving Positive Destinations and a targeted approach to ensuring Positive and Sustained Destinations for all school leavers.</li> <li>▪ Employer partnerships leading to an increase in work experience and preparing pupils for PSDs through interview process.</li> </ul>			
<p><b>If PEF spend is supporting – how much and what?</b></p>			

Miko/Barista Supplies (£1500)  
 Alternative curricular pathways via outside partnerships/agencies (£3,000)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Continue to develop the senior phase curricular offer to ensure Stella Maris learners engage in appropriate pathways</p> <p>Continue to offer a blended curriculum offer which is inclusive and aspirational for all learners</p>	June 2025		<p>E Bristow &amp; A Munro</p> <p>DYW Co-ordinator</p> <p>Partner Agencies</p>	Collegiate time to look outwards and work with local partners
Implement and embed SCQF Ambassadors Programme	December 2025		G McGonigle	CLPL sessions for staff and ambassadors
Embed teaching of NDHS 6 Essential skills across the curriculum	June 2025		<p>C Bell</p> <p>Employability Project Team</p> <p>Curricular PTs</p>	Collegiate time for implementation across curricular areas

<p><b>Priority 4</b> Placing the human rights and needs of every child and young person at the centre of education.</p>															
<p><b>NIF Driver</b> School Improvement School leadership Assessment of children's progress</p>	<p><b>HGIOS/ELC QIs</b> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change</p>	<p><b>UNCRC</b> Article 12 (Respect for the views of the child): Article 13 (Freedom of expression):</p>													
<p><b>Rationale for change based self-evaluation including data and stakeholder views</b></p> <p>Our local authority Peer Review self-evaluation data (June 2023) identified that learner participation was an area of whole school improvement that was in its early stages of development. Senior Phase learners identify that they do feel as if they are provided with opportunities to lead change within the school community. Year two of this journey introduced decision-making groups (with a particular focus upon BGE learners) as part of our learner participation strategy which provided planned and strategic opportunities for young people to play a meaningful part in school improvement.</p>															
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<p><b>Measure of Impact: What we will see and where?</b></p> <p>How will we measure this? What does "better" look like? How will we recognise better when we see it?</p> <ul style="list-style-type: none"> <li>Increased learner participation will be evident over a range of school experiences from involvement in own learning to consultation on aspects of school life</li> <li>Pupils will demonstrate high-quality communication skills when sharing their views</li> </ul>															
<p><b>If PEF spend is supporting – how much and what?</b></p>															
<p>N/A</p>															



Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Further development of strategic approach to learner participation: <ul style="list-style-type: none"><li>✓ Decision-making groups</li><li>✓ House Ambassadors</li></ul>	June 2025		A Munro DHTs	
Creation and implementation of systematic framework to measure skills progression	December 2025		M McKernan	