

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 873. 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 22 Pupil Support Assistants with 11 of these being allocated to Stella Maris. 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; 57% of pupils come from SIMD 1-2, with 51% living within SIMD1. Over time the school has welcomed several families where English is an additional language, and this represents 6% of the school community. There are, at present, 43 pupils are care experienced and 370 pupils (42%) identified as having Additional Support Needs. Approximately 31% 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.



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

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

HGIOS/ELC QIs

3.2 Raising attainment and achievement
2.2 Curriculum

UNCRC

Article 3 (Best interests of the child):
Article 28: (Right to education):

Outcome:

1. 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.
2. By June 2025, most S3 learners Maths and English classes will show increased engagement in their learning, impacting on their progress.
3. By June 2025, most learners are supported to identify their next steps in learning quality feedback (assessment and moderation processes will support this)
4. 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
5. By October 2025, a plan will be in place to mirror pedagogical approaches in primary and secondary
6. Enhanced transitions are evident between primary and secondary, and this will increase positively on TPGs
7. **By June 2025**, all S3 Stella Maris pupils will demonstrate measurable progress in literacy and numeracy through use of individualised tracking aligned with SQA benchmarks.
8. **By December 2025**, all S4–S6 Stella Maris pupils identified as leavers will be presented for and achieve at least one SCQF level 3 or 4 award, with stretch targets at level 5 for appropriate candidates.

PEF used to support closing the gap:

- Cluster CLPL input via “Next Level Education” (£5,250)
- Targeted Supported Study for NQ English and Maths and those learners impacted by poverty. (£8,500)

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

1. In June 2025, targeted learners, impacted by poverty in S4 who are Summer or Winter leavers are on track to achieve a minimum of one level SCQF level 5 qualification (*Based on estimates submitted to SQA)
2. Self-evaluation data via learning walks and pupil focus groups identify an improvement engagement of S3 learners. SEEMIS referrals both to Principal teachers and Senior Leaders have reduced
3. Continue development of learner conversation via digital platform identifies young people are confident in talking about their learning and identifying next steps.
4. All curricular staff have engaged in moderation activities in school and local level. Moderation activities indicate ongoing improvement in teacher confidence in relation to professional judgement

5. Engagement by cluster staff in CLPL focused on improving pedagogy. Self-evaluation data identifies an improved confidence in pedagogical approaches. Ongoing collegiate work with a specific focus on literacy and numeracy within NDHS cluster.
6. More robust and consistent approach to information sharing at key enhanced transition points. There are clear, shared processes in place for the transfer of information of learners
7. Individualised tracking data for all S3 Stella Maris pupils shows measurable progress in literacy and numeracy. This progress is evidenced through pupil portfolios, teacher assessments, and moderation activities aligned with SQA benchmarks. Staff report increased confidence in using tracking tools to support ASN learners.
8. All identified S4–S6 Stella Maris leavers have been presented for SCQF level 3 or 4 qualifications, with stretch targets set at level 5 where appropriate. Early indications from internal assessments and SQA estimates suggest that most learners are on track to achieve their awards. Targeted support and differentiated pathways have contributed to improved learner confidence and attainment.

Next steps

- Further develop pedagogical approaches through planned NDHS CLPL opportunities, systematic support at departmental level and planned programme of sharing of good practice opportunities
- Implementation of NDHS BGE Assessment Planning documents with a specific focus upon the planned development of skills and the four capacities of CfE across the BGE; ensuring that young people maximise their successes and achievements.
- Participation in planned CLPL sessions for approaches to effective use of assessment in BGE
- Introduce programme of Target Setting (including differentiated template for Digital Learner Conversations) in the BGE to support understanding of the learner journey and the tracking and understanding of the achievement of a level

Establishment priority 2

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress
School leadership

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
2.4 Personalised support

UNCRC

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

Outcome:

1. By June 2025, most BGE learners will be able to demonstrate improvements in their lifestyle choices. Most pupils can articulate their awareness and understanding of protected characteristics and how this informs their behaviour via questionnaires and focus group discussion

2. 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
3. Our curriculum has been reviewed to ensure that equality and diversity are clearly addressed, race equality and anti-racist education
4. Pupils report improved learning experiences and knowledge in relating to race equality
5. **By December 2025, all Stella Maris BGE pupils will be able to identify one personal wellbeing goal and demonstrate improvement, using a tailored SHANARRI-based reflection tool adapted for ASN learners.**
6. **By December 2025, Stella Maris pupils receiving targeted wellbeing support will be profiled using the Glasgow Motivation and Wellbeing Profile (or a suitable adapted equivalent), with progress tracked termly**

PEF used to support closing the gap:

- Wellbeing officer (£22,322)
- Action for Children Counselling (£10,700)
- DHT PEF (£8,405)

- PTG backfill (£9,895)
- Wellbeing Coach (£8,820)
- Anchor (£11,020)
- Gen+ (£1,585)
- Magic Breakfast (£2,598)

Progress and impact of outcomes for learners:

1. PSE evaluation indicates that most BGE learners can identify areas of improvement in their lifestyle choices e.g. sleep patterns, strategies to improve mental wellbeing and relationships.
2. Glasgow Motivational Wellbeing Profile used to demonstrate improvements in wellbeing and self-esteem in targeted group of learners who received targeted interventions for an area of their wellbeing e.g. peer issues, low mood or anxiety. All 32 learners who were referred to Anchor for support with anxiety, low mood, bereavement or peer issues have been offered 1:1 support from Anchor. All 49 learners referred to our Wellbeing Officer have benefitted from timely and targeted 1:1 support. Each young person has engaged with the Glasgow Motivational Wellbeing Profile to identify individual areas for development and to monitor progress. This structured and responsive approach to wellbeing reflects a strong commitment to inclusion and demonstrates a clear focus on improving outcomes through evidence-informed practice. There is emerging evidence of positive impact, with learners actively participating in evaluating their own wellbeing and identifying meaningful next steps. Of the young people whose wellbeing was assessed using the GMWP, almost all recorded improvements in their wellbeing after intervention by wellbeing officer. Baseline wellbeing data gathered for all BGE learners using Inverclyde Council Wellbeing profile.
3. Further work has been carried out using 'Windows and Mirrors' framework by Our Community focus group to enable learners to identify areas of the school where they see themselves represented and are given the opportunity to see other perspectives.
4. Community police delivered Hate Crime/Protected Characteristics to all S1 learners. Catch up sessions to all other cohorts were delivered via year group assemblies. This was evaluated via PSE evaluation forms. Targeted support is being delivered strategically to learners who have

displayed racist behaviours via input from Police Scotland using IAMME resources and Community Learning and Development 1:1 work.

5. All Stella Maris BGE pupils are engaging with the tailored SHANARRI-based reflection tool. Early staff observations and pupil reflections indicate that most learners can identify a personal wellbeing goal and demonstrate progress over time. The adapted tool has supported learners in articulating their needs and celebrating their successes.
6. All Stella Maris pupils receiving targeted wellbeing support have been profiled using the Glasgow Motivation and Wellbeing Profile or Boxall Assessment. Staff report increased pupil engagement in wellbeing conversations, and the structured profiling approach has enabled timely and responsive interventions.

Next steps

- Detailed evaluation of young peoples' wellbeing using Inverclyde Wellbeing Assessment to be used to inform targeted and universal approaches to wellbeing.
- Wellbeing data to be gathered twice annually for all learners.
- Wellbeing calendar to be created using SHANARRI indicators which link with PSE curriculum, house assemblies and whole school events e.g. Mental health week, anti-bullying week.
- Launch and implementation of Notre Dame's anti-bullying and equalities policy, 'Respect Begins with All'. Lessons on understanding what bullying behaviour is, learning about the impact of bullying and discussing possible strategies that could be used in dealing with bullying to be delivered to all learners.
- Staff CLPL to be delivered on Anti-Racist Education with a focus on completing an audit of their curriculum which identifies learners' experiences of equalities education.

Establishment priority 3

NIF Priority

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

NIF Driver

School Improvement
School leadership

HGIOS/ELC QIs

1.1 Self-evaluation for self-improvement
2.6 Transitions

UNCRC

Article 15 (Freedom of association):
Article 29 (Goals of education):

Outcome:

1. By December 2025, targeted learners, impacted by poverty in S4 who are Summer or Winter leavers will have a minimum attendance of 80%.
2. By June 2025, Senior Phase learners, impacted by poverty, who were unable to determine their positive destination will have a clear destination pathway
3. By June 2025, all identified S4/5/6 who are CEYP will have a clear destination pathway
4. **By December 2025, all S4–S6 pupils in Stella Maris will have an individual positive destination profile developed with the support of SDS, incorporating visual/structured planning where necessary**
5. **By December 2025, senior phase pupils in Stella Maris will undertake at least one accredited work-based learning or leadership award (e.g. Barista training, SCQF Personal Achievement, Saltire, etc.).**

PEF used to support closing the gap:

- MCR Pathways (£3,245)
- Alternative curricular pathways e.g. Columba 1400, Parklea, work experience and barista (£5,325)

Progress and impact of outcomes for learners:

1. Most of the targeted learners (SIMD 1-2) who are summer, or winter leavers have a minimum attendance of 80%
2. Almost all senior phase learners have created their positive destination pathway plan, which is subject to regular review.
3. All care experienced learners were offered an MCR pathways mentor for regular support in positive destination planning.
4. **All S4–S6 Stella Maris pupils are developing individual positive destination profiles in collaboration with SDS. These profiles include structured visual planning tools tailored to ASN learners and have access to a 'Careers Corner' in Stella Maris with information linked to various positive pathways.**
5. **Senior phase Stella Maris pupils are successfully engaging in accredited work-based learning opportunities, including SCQF Personal Achievement Awards and Barista training. Staff report increased learner confidence and motivation, with positive feedback from external providers.**

Next steps

- Senior phase positive destination pathway plans to be held centrally to enable overviews of support needed to be gathered with focus on those learners leaving winter 25 or summer 26.

- Further develop positive pathways engagement event to ensure shared understanding of application processes for each destination involving Skills Development Scotland and Developing the Young Workforce coordinators.
- All learners to be supported in accessing My World of Work profiling tool to help build and shape their positive destination plans.

National Improvement Framework Quality Indicators

1.3 Leadership of change

Good

Key Strengths:

- The vision of the school is ambitious and focuses on improvement of outcomes for all
- All teaching staff agree that the school's vision and values underpin their work
- Almost all staff have a very clear understanding of the social, economic and cultural context of the local community
- Most (89%) of teaching staff identify that collaborative working across the school is effective in taking forward improvement

Key Priorities:

- Ongoing review of approaches to protect time for professional dialogue, collegiate learning and self-evaluation
- Ongoing review of leadership opportunities to support staff to initiate well-informed change and their commitment to its collective responsibility

2.3 Learning, teaching and assessment

Good

Key Strengths:

- The ethos and culture of our school reflects a commitment to [children's rights] and positive relationships.
- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Our teaching is underpinned by our shared vision and values.
- All staff access and apply relevant findings from educational research to improve learning, teaching and assessment.
- Learners' achievements in and out of school are recognised and celebrated.
- Our learners contribute effectively to the life of the school and wider community in a range of well-planned activities.
- Almost all learners engage in regular learning conversations and have an accurate understanding of their progress in learning and what they need to do to improve.
- All teaching staff have contributed to the review of the NDHS lesson and supporting self-evaluation document. These documents promote an agreed standard, a shared understanding and high expectations re the consistent delivery of high-quality learning, teaching and assessment. The Parent Council have been consulted on these documents, and the voice of our learners is at the heart of our ongoing implementation and self-evaluation in relation to learning, teaching and assessment at Notre Dame High School.

Key Priorities:

- A renewed focus on tracking and monitoring in the BGE and Senior Phase which will involve piloting a new system and implementing regular reviews with departments to improve outcomes for learners.
- To ensure there is high quality and consistent planning in relation to Assessment, the planned development of skills and the 4 capacities of CfE across the BGE; ensuring that young people maximise their successes and achievements.
- An increase in planned opportunities for moderation to ensure that there are robust arrangements across the curriculum to support valid and reliable assessment judgements with a focus on improving outcomes for learners.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

Key Strengths:

- Pastoral care staff know the young people in their Houses: (Acutis; Calcutta; Kolbe; Ogilvie; Stella Maris and Wojtyla) very well and are committed to tracking progress, ensuring our young people attend, attain and achieve. Our House system underpins our ethos as a Community and Learning and Faith and is a strength of the school.
- Improvements in attendance. Increase in overall attendance of 1.4% from May 2024 to May 2025.

	End April 24	End May 25	Improvement %
Overall	89.3	90.7	1.4
SIMD 1-2	86.3	88.3	2
SIMD 3-10	90.3	92.3	2
CEYP	74.8	84.4	9.6
- Attendance for all learners is closely monitored and strategically reviewed at monthly house meetings. Areas for early intervention are identified e.g. Attendance letter 1, engagement with families, learners’ views gathered, interventions put in place and impact of these interventions is evaluated closely.
- Improvements in the attendance of our care experienced young people have been made by the use of flexible timetable arrangements, alternative provision, engagement with interventions and positive relationships.
- All 32 learners referred to Anchor for support with anxiety, low mood, bereavement, or peer-related concerns have received timely and appropriate 1:1 intervention. This targeted support reflects a proactive and inclusive approach to wellbeing, ensuring that the individual needs of learners are identified and addressed. The school’s partnership with Anchor demonstrates a

strong commitment to early intervention and collaborative working to improve outcomes for vulnerable young people.

- The majority of wellbeing referrals are for learners who reside in SIMD 1 or 2.
- The majority of wellbeing referrals are for learners in receipt of free school meals.

Wellbeing is tracked, monitored and evaluated for all young people and this data informs universal and targeted interventions are designed.

- Almost all young people who were supported by the Wellbeing Officer had an improved score on the Glasgow Motivational Wellbeing Profile after the intervention.
- Almost all learners who were supported post autism diagnosis to create an individual learning profile either improved or maintained their attendance following this support.
- Most of the 40 young people discussed at our monthly Joint Support Team reside in SIMD 1 or 2. The JST comprises of our team of partners including The Achor, Action for Children, Educational Psychology, ICOS and Skills Development Scotland.
- All 32 learners who were referred to Anchor for support with anxiety, low mood, bereavement or peer issues have been offered 1:1 support from Anchor.

Key Priorities:

- Respect Begins with Us (Anti-bullying and equalities) policy to be launched and embedded.
- Improvement in ensuring that all young people secure a positive and sustained post school destination.
- All our community develops a shared understanding about equalities and inclusion. They feel able to challenge discrimination and intolerance when they come across it.

3.2 Raising attainment and achievement/Securing children's progress

Choose an item.

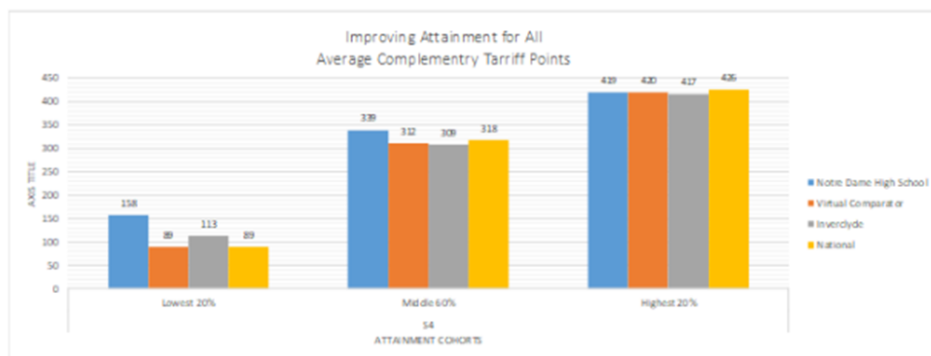
Key Strengths:

School

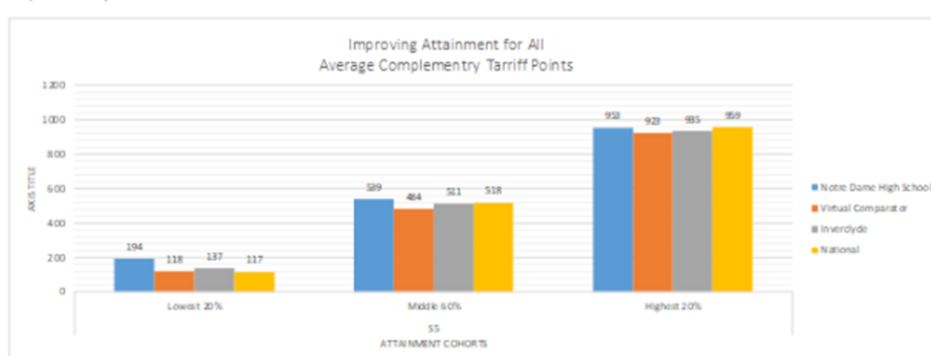
- Improvement in Level 6 English passes; significant improvement in A passes (from 14% in 2023 to 25% in 2024)
- Higher percentage of S4 learners achieving a pass at 5+ @ level 5 (51% in 2023 to 61% in 2024)
- Continuing to improve the increasing trend of learners achieving Higher Maths and National 5 across senior phase.
- Improved attainment for all candidates in S4 and S5, exceeding virtual comparator, local and national picture in all categories with the exception of highest 20%
- Percentage of young people in S4 achieving level 3-5 literacy exceeds the national and virtual comparator
- Percentage of young people in S4 achieving level 3-5 numeracy exceeds the national and virtual comparator with all young people achieving level 3
- Percentage of young people in S5 achieving Level 3 numeracy is the highest since 2020
- Percentage of young people in S5 achieving Level 3-5 numeracy and literacy exceeds the national and virtual comparator

- Percentage of S6 learners achieving literacy and numeracy exceeds the local and virtual comparator
- Attainment of S4 and S5 learners in SIMD 1-2 exceeds virtual comparator and national picture

S4 (all candidates)



S5 (all candidates)



Priority: Closing the Gap

Source: Insight/Local Benchmarking Measure/Attainment versus Deprivation

S4 Attainment versus Deprivation

Stage: S4, Based upon (stage roll): S4, Basis: Complementary Tariff Points, by SIMD (average)

Establishment	Year	SIMD Decile									
		1	2	3	4	5	6	7	8	9	10
Notre Dame High School	2023/24	303	307	336	320	375	309	343	360	316	410
Virtual Comparator		262	247	314	290	271	318	334	326	345	323
National		237	245	240	274	286	302	315	328	341	364
Notre Dame High School	2022/23	277	366	260	312	335	375	384	322	410	405
Virtual Comparator		259	287	285	302	329	331	338	294	220	370
National		241	253	266	282	294	304	317	333	344	364
Notre Dame High School	2021/22	257	260	342	310	275	344	350	336	308	374
Virtual Comparator		265	260	327	318	288	343	347	284	327	348
National		242	254	266	282	296	307	323	333	347	362
Notre Dame High School	2020/21	266	295	290	349	252	340	403	391	333	410
Virtual Comparator		248	273	270	311	314	342	340	367	345	400
National		244	256	271	287	301	313	326	338	352	370
Notre Dame High School	2019/20	267	311	245	318	336	353	347	361	377	0
Virtual Comparator		256	276	273	314	312	325	340	286	340	0
National		245	257	275	291	304	315	325	337	349	367

S5 Attainment versus Deprivation

Stage: S5, Based upon (stage roll): S4, Basis: Complementary Tariff Points, by SIMD (average)

Establishment	Year	SIMD Decile									
		1	2	3	4	5	6	7	8	9	10
Notre Dame High School	2023/24	417	691	419	559	571	785	786	592	899	893
Virtual Comparator		423	424	535	506	522	555	555	549	441	466
National		380	402	435	471	502	533	571	610	658	729
Notre Dame High School	2022/23	389	411	644	511	486	701	663	648	510	719
Virtual Comparator		430	426	576	531	512	627	626	461	651	466
National		388	413	443	474	512	540	585	618	670	741
Notre Dame High School	2021/22	446	448	439	456	519	622	872	804	544	597
Virtual Comparator		423	427	485	550	499	553	688	740	608	466
National		392	415	458	491	519	555	596	635	678	752
Notre Dame High School	2020/21	502	557	564	706	747	803	761	957	678	780
Virtual Comparator		456	459	508	608	564	589	614	674	733	748
National		412	435	479	514	558	579	617	659	707	764
Notre Dame High School	2019/20	510	547	482	626	578	646	614	603	657	0
Virtual Comparator		401	434	380	499	546	509	623	637	627	0
National		387	425	456	494	538	569	596	646	688	745

- Consistent, planned and robust approaches for moderation at departmental, whole school and local authority level
- Improved correlation between ACEL and Senior phase attainment in literacy and numeracy
- The increase in pathways and range of SCQF courses offered to learners across the school is impacting positively on outcomes for young people
- Renewed focus on Learner conversations to include skills development, especially in BGE
- Appropriate coursing for all learners in the Senior phase based on prior attainment

Targeted whole school interventions for senior phase pupils through supported study. Study hub, Sunday school, Masterclasses

- Targeted whole school interventions for learners in BGE in literacy and numeracy to remove barriers and ensure equity for all
- Whole school focus on effective teaching and learning and assessment through collegiate time and CLPL to ensure consistency of approach.
- Implementation of assessment windows and departmental assessment calendars in the Senior phase to support young people and families.
- SCQF accreditation PSE, SCQF ambassadors, YPI, Baccalaureate, YSL, Leaders of learning, Inverclyde Voice
- Enhanced transitions are evident between Primary and Secondary

Key Priorities:

School

- Continue to review the BGE curriculum to ensure appropriate pace, challenge and progression into the senior phase and to include skills development
- Implement tracking system in Senior Phase and BGE to allow identification of early interventions
- Review and update tracking and monitoring calendar to ensure a correlation with departmental assessment calendars
- Continue to implement planned approaches to moderation across the school, especially in literacy and numeracy to ensure accuracy of benchmarking in BGE, achievement of levels and teacher confidence
- Creation and implementation of systematic framework to track and recognise achievement and provide interventions and opportunities for all young people to achieve where necessary
- Continue to use tracking meetings to measure progress over time and use data to inform next steps to learning, especially at points of transition

Other quality indicators evaluated from 3-year plan

2.2 Curriculum

Choose an item.

Key Strengths:

- The curriculum provides flexible pathways which lead to raising attainment through meetings the needs and aspirations of learners
- Learning pathways support learners to build upon their prior learning and ensure appropriate progression

Key Priorities:

- Review and refresh of BGE curriculum with a particular focus on S1 & S2
- Design and implementation of project-based learning opportunities within BGE

Key Achievements of the Establishment

PE Department Standards and Qualities Report

- Higher – presented 44 senior phase learners across three classes this session
- 8 senior phase learners presented at Advanced Higher this session
- 42 senior phase learners completed the National 5 Sport & Recreation award
- 16 senior phase learners completed the team sports NPA
- We presented 58 senior phase learners for National 5 this session
- Sports Leaders – 4 senior phase learners completed 10-hour placement in cluster primaries – 1 learner secured a college place for sports coaching on completion of this course; these four learners also achieved a Level 6 leadership award.
- Junior sports leader 44 learners achieved the award and completed a placement at our cluster primaries.
- Potentially 220 individual awards through the PE department during this session.
- S3 girls delivered fit for girl's sessions to our cluster primaries.
- Football Teams – S1, S2, S3 Senior – Girls S1/2 S3/4 and senior team.
- Senior Boys won the League play-off. U'14s Won St Mirin Cup and into Final of League play off and Scottish Cup final. 70 boys and girls participated in extra-curricular football.
- Handball Team – Won the regional competition and were runners up in the National Finals in Motherwell.
- Swimming success – 1 pupil qualified for the national schools' finals in Aberdeen coming 2nd in the regional heats.
- Athletics success as we had 40 pupils participating in the district athletics winning a variety of medals (20 in total)
- School sports competition – We participated in a wide range of activities against the local secondary schools offering a varied extracurricular programme for 50 + pupils. Football girls, boys, Handball, Basketball, Heptathlon
- Gerry McHugh Festival of Football – Raised £1600 this year with 120 players participating

Maths Department Standards and Qualities Report

As a department we feel we show by example the values of our school:

#BeliefPerseveranceRespect

We are all committed to promoting the Notre Dame lesson. As a department we are Ready, Engaged and Reflective:

#ThisIsHowWeDoltHere

Last session we managed to capture Numeracy attainment early to ensure as many pupils as possible had a pass in Numeracy.

In S4 the addition of extra classes really helped the classes to settle and focus on achieving the appropriate levels.

The National 5 Applications class grew in numbers and is now gaining a higher profile with more pupils looking at this as a realistic alternative to Nat 5 Maths. This is an area we will continue to develop moving forward. We are offering Higher Applications of Maths for the first time in the coming session.

In the senior phase we worked closely with SLT and Guidance to get pupils at risk of not achieving in to complete assessments to ensure they gained a qualification in Maths.

Having the opportunity to visit the primary schools on a regular basis throughout the year again this year helped with the transition for S1 pupils.

A real success this year has been the work done with the Stella Maris classes.

As a department we have been involved in moderation- in school, at authority level and West Partnership.

Days and events such as Pi Day, Numeracy Day and Maths Week Scotland is an area we have been involved in and promote across the school. We will have ten S2 pupils helping at the STEM event. Two pupils from S3 and two from S4 represented the school at the Inverclyde Enterprising Maths competition. All pupils in the Maths department from S1 to S6 took part in the Countdown competition.

We contribute to P7 Open Evenings and Positive Pathways events and during these have been supported by 8 pupils from S4.

S6 pupils helping in S1 and S2 classes was re-introduced this year. This was very useful in supporting BGE pupils with AAA at assessment times.

As a department we continue to support the school in all areas e.g. supported study, Easter school, magic breakfast, interval supervision, lunch supervision and extra-curricular activities to promote positive relationships. We always support colleagues who are trying to implement new initiatives.

Craft, Design, Engineering & Graphics Standards & Qualities Report

G. Jack & I. Goffin re-introduced the Tech Ambassador Program this session with significant success. 24 pupils successfully applied for and accepted a Leadership role within the department. This included the following events

- Organising & Presenting the Departments P6/7 Open Evening offering
- Presenting to S3 Pupils during assembly to explain the departments Leadership Academy Options
- Delivering the department's input for the school STEM Event.
- Planning meetings for departmental extra-curricular offerings that will be launched in 25/26 session
- Pupil Voice focus groups to gain feedback on opinion of departmental offerings.

60 New S2 pupils took part in the Stemovators, Energy Quest program, giving them an introduction to different types of Engineering.

All New S2 & S3 pupils had the opportunity to visit the school's STEM event which the department played a large part in setting up and delivering on the day.

The department had its largest Senior Phase cohort with 3 Engineering Science, 3 Design & Manufacture, 2 Graphic Communication, 2 Practical Woodwork and a Practical Metalwork class being presented for SQA qualifications.

D. McEwan took part in the West partnerships Moderation Cohort and from this we have developed our course Design. This has been done in conjunction with the work we have done as a whole school with Bruce Robertson. For each project next session in S1/2 we will have a Moderation document and Notre Dame Lesson Slides that incorporate high quality Questioning.

C. McCrossan completed the Project Based Learning Training this session which will be developed as part of next session's Departmental Improvement Plan.

I. Goffin was part of the Self Evaluation SLWG that helped plan next sessions Self Evaluation calendar.

D. McEwan was part of the calendar & WTA SLWG that helped plan the next sessions calendar.

I. Goffin managed the U14's football team that achieved St Mirren Cup final success and finished runner up in the Scottish Cup and League Play Off.

C. McCrossan ran an Extra Curricular Robotics club for Senior Pupils that was attended weekly by 3 S4 pupils. The group learned additional skills that helped support their learning in CDEG based subjects.

D. McEwan & I. Goffin played a significant part in the delivery of MVP Training to S6 Pupils and then supporting the mentors in their delivery to S1.

Stella Maris classes have been attending for the second half of the session due to additional staffing, and this has seen the uptake into our Senior Phase classes improve.

D. McEwan, C. McCrossan & I. Goffin all marked different subjects for the SQA at N5 to try and enhance Learning & Teaching. This is the second year in a row, and this is helping us to develop our departmental understanding of LT&A, especially in the Senior Phase, as well as improving our standardisation of levels. As a department we ensure we contribute to whole school life with Break & Lunch supervision, Enhanced Supported Study, Extra Curricular activities and additional support when needed to ensure that we could build relationships and support pupils and colleagues throughout the school.

Health and Food Technologies

#BeliefPerseveranceRespect

We are all committed to promoting the Notre Dame lesson. As a department we are Ready, Engaged and Reflective:

#ThisIsHowWeDoltHere

Last session we linked with Maths to ensure all teaching of numeracy in the department is going to support the young learners.

The department was involved in cross marking the BGE S1 unit 1 assessments for E & O's and the benchmarks for practical skills Technologies and Health & Wellbeing in Food Safety and Hygiene. This was done at Authority level.

To ensure standardisation of SQA courses the department produced and used detailed teacher observational sheets for units and Added Value Unit for the N4 / N3 Practical Cookery.

- S3 HFT class 7 pupils completed N4 Practical Cookery.
- 1 S3 pupil completed 2 unit passes at N4 Practical Cookery.
- 1 S3 pupil completed and passed N3 Practical cookery.

The department participated in the Lamb for St Andrew's day run by the Auctioneers of Scotland. This has benefited the BGE experiences of practical cookery.

We received 65 kg of minced and diced lamb to support learning and promote the benefits of lean meats in our diets.

This benefits the pupil's knowledge of nutrition and allows them to prepare and make dishes using these high protein foods.

The HFT department participated in the Quality Meat Scotland Campaign to promote Scottish produce to build on the pupil's practical techniques for preparing and making dishes.

Social Subjects

- 47x S3 pupils completed 1 unit of Level 5 Criminology through Leadership opportunities.
- 40x S5/6 pupils achieved Level 5 Criminology NPA.
- S2 pupils achieved a Heritage Heroes Bronze Award (Archeology Scotland) for their research into Inverclyde's links to the Transatlantic Slave Trade.
- Current Affairs club at lunchtime for BGE pupils to discuss current events and share their views.
- Creative Writing Club at lunchtime attended by BGE pupils.
- S4 trip to Greenock Police Station for a tour and Q&A with local police unit to investigate causes, types and impact of crime in our local community.
- 6 S5/6 pupils supported to gain additional qualification in N4 History.
- 5 S5/6 pupils supported to gain additional qualification in N4 Modern Studies.

Modern Languages Standards & Qualities report – Department Return

SQA Presentation

We presented 15 pupils for Higher Spanish and 13 pupils for N5 Spanish.

2 x S4 pupils achieved a National 4 Spanish award.

3 x S4 Pupils also achieved a MLLW Level 3 award and 9 achieved a MLLW level 4 pass.

15 Senior pupils took on a **Language Ambassador role** within the department.

-The pupils successfully supported BGE language classes.

-They delivered presentations at our Open evening events.

-Language Ambassadors visited BGE classes during the options process to answer questions about their own experience in the department.

-Pupils supported the department running a Language Lunchtime club.

We held a '**Notre Dame Day of Languages**' in September. We held a very popular Language themed Bake Off. We had multi-cultural quizzes; we tried out some new languages and food from around the world!

-As part of '**Languages Week Scotland**' our S2 pupils enjoyed a **French breakfast** in the library and tested out their French General Knowledge too.

-We took 50 children from **S2-S5 on a trip to Salou/Barcelona in June 2025**. A successful trip which gave the children a real opportunity to hear Spanish spoken on a day-to-day basis and try out some of their own skills!

We have started to build links with a **Spanish Partner school in Almeria Spain** with S3 pupils. Pupils have been using a Padlet to exchange messages with a similar age group in Spain.

N McAulay has delivered **2 blocks of Spanish to our feeder primary schools** during the 2024/2025 session building an excellent basis for S1.

D Jack met with primary staff to deliver 2 sessions on how to use Conti style teaching methods in Modern Languages. Primary staff have been successfully trying out new ideas and approaches to language learning.

- **Uptake for session 2025 2026** has been positive with 52 pupils in S3 Spanish and 33 pupils in S4 Spanish. An upward trend we hope to continue!

NDHS Science Department - Standards & Qualities

Pupils received various opportunities to learn out with the department

- 60 S3 Biologists attended a trip to the Greenock cut centre to learn about sampling techniques in preparation for their N4/5 learning.
- 30 Higher Biologists attended Strathclyde University to take part in a PCR lab and lecture and learn from current post graduate students.
- 60 S3 pupils from across the 3 sciences attended the Science centre where they learned about shipbuilding engineering this was well received by all pupils and the school was commended by the science centre by the number of girls who attended and participated in the activities.
- 20 Higher and advanced higher Chemists attended Glasgow University to take part in a Paracetamol synthesis lab, allowing them to enhance their lab skills to support their learning.
- 45 Physicists attended 2 workshops delivered in school to learn how to make hydrogen powered rockets and carry out experiments relating to meteorite velocity and their impact on crater size.
- 25 S2 pupils attended a STEM event at Clydebank College where there were lots of employers and universities promoting STEM careers and the opportunities available when studying STEM subjects.
- S3 Scientists attended the Inverclyde STEM festival within the school this included workshops from GSC and Morton in the community as well as activities planned and provided by the Science, Technical and Maths departments.
- Dr Boagie delivered 2 sessions on the requirements for medicine and supported 2 young people in preparing for their interviews for medicine, both young people were successful in being offered multiple places to study medicine following the summer.
- S1 pupils participated in world science day by participating in a number of activities based around clean and dirty water, these activities were delivered both in class time and during lunchtime.

Pupils had the opportunity to showcase their leadership and team working skills at a number of events this year acting as unofficial Science ambassadors

- 10 S1 pupils supported during the p6/7 open evening. This involved pupils presenting to the community about what they had been learning in science and leading groups of people through a number of different practical activities.
- 20 senior pupils supported at the STEM transition event at West College supporting cluster primaries to take part in a series of STEM activities.
- 5 senior pupils supported in BGE classes assisting teachers and young people in the delivery of their learning.
- 3 senior pupils ran the science club this included planning the sessions, ordering equipment and running the lunchtime club.
- The young leaders of learning visited PGHS to take part in a review of the learning and teaching taking place and work with the young people there to develop action points for moving forward.
- 5 young people gave up their free time to support with the Inverclyde STEM festival event being hosted at the school.
- The Health sector class ran a mental health awareness coffee morning to promote wellbeing.

Pupils achieved success both inside and outside of the classroom

- Pupils presented for qualifications this year
 - o 12 N4 Biologists
 - o 51 N5 Biologists
 - o 6 Advanced Higher Biologists
 - o 30 Higher Biologists
 - o 4 N3 Chemists
 - o 2 N4 Chemists
 - o 32 N5 Chemists
 - o 27 Higher Chemists
 - o 12 Advanced Higher Chemists (consortium)
 - o 10 N5 Health Sector
 - o 4 N4 Physicists
 - o 29 N5 Physicists
 - o 13 Higher Physicists
 - o 7 Science Baccalaureate
- 11 S3 scientists successfully completed and passed their N3 Physics course award, ensuring they will have a science qualification on their certificate at the end of S4. Further to this 8 of the 11 also successfully achieved 2 unit passes at N3 Biology leaving them with only 1 unit to complete to achieve a second full course award.
- 7 S3 girls applied for engineering the future for girls programme at Strathclyde University and 1 successfully achieved a fully funded place onto the national programme.
- 1 senior pupil successfully achieved a space on the senior space school programme at Strathclyde University.
- 7 pupils completed their science baccalaureate with 3 pupils in line to achieve a distinction.
- 7 Stella Maris pupils were supported by Stella Maris and science department staff to achieve national 3 and 4 chemistry awards.
- 8 pupils successfully completed their National 5 Health Sector award and gained experience of National 5 lab skills.
- 2 young people successfully achieved multiple places to study medicine after the summer, 1 of these young people was offered a scholarship to attend St Andrews University.
- 1 young person successfully achieved a place to study Veterinary medicine at Glasgow University.

Within the department staff support the whole school values of belief, perseverance and respect. We contribute to interval and lunch supervision, magic breakfast, intervention classes, support at the study hub, supported study sessions, Easter school, positive pathways events as well as support at open nights and school shows.

As a department we are committed to supporting all learners as effectively as possible and have used targeted interventions to ensure that young people are supported to achieve, this has included giving up time during study leave to work with learners who were in danger of not achieving a qualification to ensure that they had a qualification in science, issuing materials to all young people to ensure that they all had access to adequate study materials. Staff have expanded their knowledge of the SP qualifications this year and all 3 subjects have representation at SQA now as markers, team leaders and item writers. The knowledge gained from these additional roles has been shared not only departmentally to enhance the experience for our young people but also at local authority level where a number of CLPL sessions were led by members of the department to share their experience of the assignment.

As a department we were verified in both National 4 Physics and in the Science Baccalaureate both of these were passed successfully and the Baccalaureate was so well received that we were asked to send additional materials to be used for training purposes.

The department fully engaged with the whole school CLPL programme looking at powering up our pedagogy and used what was learned to enhance the practice with the department and to support the redevelopment of our BGE courses.

As a department we have been involved in moderation activities in school at local authority level and nationally.

English Standards & Qualities Department Return

English SQA Presentation

11 children passed N3 English

38 pupils passed N4 English

145 pupils were presented for N5 English.

109 pupils were presented for Higher English

10 pupils were presented for Advanced Higher English

5 pupils completed Higher units only.

14 pupils completed N5 Literacy units.

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Media SQA Presentation

4 pupils completed N4 Media

16 pupils were presented for Higher Media

2 pupils completed Higher Media units only.

A unit approach was taken for those pupils who benefited from an ongoing assessment approach.

Class visits

-Graeme Armstrong visited the department in September to talk to pupils about his life and gangs in Scotland.

Book Club

-P Duffy organised a Book club for staff within the school.

Theatre trip

-The department has organised a theatre trip to London which will take place in the last week of the term.

Whole-school literacy

-J Forrester has supported whole-school literacy, working with all departments on their planning/assessment tools and moderation of levels achieved.

Creative Arts Faculty

- N5 Music offered in 2 main columns. A group of 9 pupils offered this as additional 7th subject during periods of Core RE and PE.
- H Music offered in 2 columns
- AH Music offered in 2 columns but split into H Music Class
- H Music Technology offered in Column B as an alternative to H Mathematics. 2 classes this year with 27 candidates
- N4/N5 Art and Design offered in two separate columns
- H/AH Art in one column with all AH pupils completing either an Expressive or Design Unit, not the full award
- 3 pupils sat an NPA in Music Performing (SCQF Level 6)
- RCS Music Leaders – 1 @ Bronze (SCQF Level 5), 3 @ Silver (SCQF Level 6), 4 @ Gold (SCQF Level 7) Great links with cluster primaries to prepare and initiate groups for the cluster concert
- Performances at school concerts allowed pupils from across all year groups to showcase their God-given talents for example: Songs from the Shows (September 2024), Senior Phase Awards Night (August 2024), Christmas Concert (December 2024), Cluster Concert (May 2025).
- Over 250 entries to the Inverclyde Music Festival with outstanding success. Across the two weeks, a large number of pupils were awarded first and second in class in solo and duet competitions. All of our school ensembles and choirs were awarded first in class. 3 of our pupils were awarded major prizes in the final prize giving at the end of the festival.
- Our Stage Band – ‘The Dunlops’ performed to a packed crowd at the Gig on the Green Festival at the start of September. They have been invited back for this current year and have been moved to a later time slot since they performed so well.
- Songs from the Shows night in September 2024 raised significant funding for school shows and was a great success
- Our annual pantomime this year was Jack and the Beanstalk – a great production from the S1-3 cast. Pupils and RCS Young Leaders were involved in all aspects of the pantomime including playing in the pit band, being on stage, helping backstage, working sound/lights
- Our primary tours during the last week of term was well received an another highlight of the year with members of our Junior Band, Orchestra, Stage Band and Concert Band going around spreading Christmas cheer to St Patrick’s, All Saints and St Mary’s Primary School
- Miss McKillop organised a trip to the Waterfront Cinema during the final week before the Christmas break for a private screening of ‘Wicked’. Pupils out with the music department were in attendance.
- Prior to Christmas, the faculty starting a Creative Industries twilight which was offered to all pupils S3+. Cathel McGlashan led sessions on using music technology within a working app for primary school pupils. Future plans to develop this in the works.
- 4 senior phase pupils were involved in the Scottish Young Musician Competition as part of the Inverclyde Heat. All pupils were highly commended
- 2 pupils represented the school as part of the Rotary Young Musician of the Year competition in November at the Beacon Arts Centre
- 4 pupils represented the school at the Inverclyde heats of the Burns Competition with 2 pupils moving forward to represent the area at the Scottish finals in Dumfries
- Our annual school show – High School Musical took place in June 2025 with over 50 pupils being involved both on stage and backstage

- P7 open evening saw RCS Young Leaders and S1 pupils lead the session on teaching the primary children and their parents all about the music department and a simple tune on the glockenspiel
- Mr Hyslop assumed the role of Student Regent this session
- Mr McGonigal led the SCQF Ambassador programme which gained its Bronze Award in November 2024
- Mrs Alford continues to support our liturgical music and superbly organises singers and music for all events throughout the school year. 1 pupils also continues to support the school by playing the Organ at Mass.
- Pupils continue to support the wider Catholic faith community by attending masses and performing either as part of a choir, as the cantor, accompanying on the Organ or Clarinet
- 3 Art pupils are attending the Glasgow School of Art Summer School to gain experience in creating a Portfolio of work
- We have appointed Miss Keenan as our new Drama Teacher and we are looking forward to supported her raise the profile of the subject over the next year

Business & Computing Faculty - Standards & Qualities Report

Department offered N5 and Higher qualifications in Administration & IT (2 sections), Business Management, and Computing. Additionally N3 and N4 qualifications offered in all 3 subjects as well as a unit approach for some learners.

Participation in options information evenings resulting in increased uptake in S3, and classes in Accounting at N5 and Higher for next session (25-26).

Participation in authority level moderation of assessment for all 4 subject areas in the S3 curriculum.

Consortium - Over the past year we had 4 pupils from Inverclyde Academy and 4 from St Columba's high school attend NDHS for higher Computing. During the space of the year there was regular communication with the PT's from consortium schools to ensure that feedback/concerns were voiced and actioned appropriately. Parents were welcomed to Progress & Achievement evenings which several attended.

Success with timetabled Stella Maris classes this year having access to subject specific teaching and learning.

Department participation and support of whole school activities, eg interval/lunch supervision, magic breakfast, football teams, school shows, school trips.

Improving outcomes in employability skills and positive pathways:

- Provided vocationally relevant courses with employability skills, using industry standard software that will prepare pupils to cope with aspects of the modern working environment and challenges it brings.
- Our courses develop pupils' awareness of the business world and their role as part of the workforce of the future.
- There was substantial number of pupils over the past few years who have gone onto college/university/apprenticeships to study Computing subjects. Some have been very successful in gaining jobs within the industry.
- Craigie Wylie, who achieved an A pass in National 5 and Higher Accounting was hired by local firm Welsh Walker as an Accounts Assistant in an Apprenticeship scheme aimed at a future career in Accountancy.

- We are currently halfway through a 4 year course where 6 pupils visit DXC in Erskine once a month. They are taught about Computing and the world, complete tasks often linked to programming. There are motivation talks and great bonding takes place. 1 member of the computing staff accompany the pupils on these trips.

Mentoring - Mr Darroch took part in the authority probationer teacher mentoring scheme by supporting probationer teacher Mr Aiden Johnson from the PE Department.

RE Department S&Q 24/25

33 pupils successfully achieved the Caritas Award this year award this equates to at least 1000 hours of volunteering within the local Parish and school community.

Following on from last years Generation Hope Camp, a small group of pupils (Our Gen Hope ambassadors) have continued to engage in monthly activities with Generation Hope, these pupils have also been active within the RE Department participating in lunch time liturgies, Time for the Lord and also leading the department presentation at the Open Evenings.

This year 21 pupils participated in the Generation Hope Camp in June 2025.

35 pupils from various year groups represented the school community at the Annual Diocesan Vocations Mass in September 2024

15 S6 pupils participated in the Annual Diocesan S6 Vocations Conference

40 pupils from various year groups participated in Education Sunday masses in our local parishes

Almost all of S4 completed the National 4 Course award in Religious, Moral and Philosophical Studies. In addition 53 pupils also achieved a unit award at SCQF level 5

Pupils in s5 had the opportunity to participate in the Religion, belief and values award at level 5.

The rebuilding of the Retreat programme continues. This session all pupils in S1, S2 and S5 had the opportunity to participate in a retreat day. The S1 retreat was delivered mainly by Caritas pupils. 15 of our new S6 pupils have signed up for the S6 Conforti Retreat experience in August 2025. In March 2025 we delivered the P7 Pre Confirmation retreat to all P7's in associated primaries during which all activities were facilitated by S3 pupils who were hoping to be buddies this year.

Stella Maris

English

- 4 S4 pupils presented for National 3 English
- 4 S4 pupils presented for National 4 English
- 1 pupil presented for National 5 English

Mathematics and Numeracy

- 3 S4 pupils presented for National 3 Mathematics
- 4 S4 pupils presented for National 4 Numeracy

Social Subjects

- 5 pupils presented for National 3 Geography
- 2 pupils presented for National 3 History
- 3 pupils presented for National 4 History
- 4 pupils presented for National 4 Modern Studies

Sciences

- 3 pupils presented for National 3 Chemistry
- 1 pupil presented for National 4 Chemistry

Religious, Moral and Philosophical Studies (RMPS)

- 6 pupils took part in a talk delivered by Father Eoin to support learning on the topic of "Evil and Suffering" for pupils studying National 3 RMPS.

Wider Achievement Awards

- 2 pupils completed the Personal Achievement Award (PAA)
- 2 pupils completed Employability Awards

Broader Curriculum and Interdisciplinary Learning

Personal Achievement Award (PAA) Projects

- A group of 6 S3 pupils successfully planned, developed, and ran a termly café as part of their PAA, supported by Mrs King.
- Pupils visited Broomhill Café and Wemyss Bay Station where they engaged with the Friends of Wemyss Bay Station group, supporting community engagement and social skills development.

IDL and Enrichment Opportunities

- Mrs Anastasiadou coordinated a visit to the National Library of Scotland in Edinburgh for 9 pupils, enriching their literacy and research skills.
- Mrs Mileham and Dr L'Etang led 8 pupils in an interdisciplinary project combining Science and Criminology. Pupils investigated forensic techniques and simulated crime scenes.

- 7 pupils participated in a workshop focused on sound and audio techniques, exploring STEM and creative industries.

Literacy for Life

- 12 pupils regularly accessed both the school library and the South West Library to borrow and return books, supporting reading for pleasure and development of independent literacy habits.

Health and Wellbeing

- 25 pupils participated in a sponsored 5K walk to raise awareness and funds during Autism Awareness Week, fostering community spirit and physical activity.
- 8 pupils visited a local park as part of a programme to develop social interaction, road safety awareness, and independent travel skills.

Citizenship and Participation

- 6 pupils engaged in a talk led by Paul McGrath from the Community Learning and Development (CLD) team on the Scottish Youth Parliament, promoting civic engagement and youth voice.
- 4 pupils participated in a sustainability-focused Geography project investigating the environmental impact of fast fashion in collaboration with the British Heart Foundation and Salvation Army.
- 4 pupils undertook a local geography study, visiting Broomhill, South West Library, Lyle Hill, and the Esplanade to explore local landscapes and human-environment interactions.
- 6 pupils took part in their Bronze Duke of Edinburgh Award, where took part in a hike and overnight camp at Everton campsite in Inverkip.