Education – Improvement Planning Document – 2025-26

Establishment Name: Notre Dame High School

CONTENTS

1. Establishment Vision, Values and Aims

2. 3 Year overview of priorities – based on the National Improvement Framework

3. Action Plan for session 2025-26 including PEF planning

Head of Establishment	Anne Munro	Date	June 2025

Quality Improvement Officer	Alison McLellan	Date	June 2025

Our Vision, Values and Aims

Our Values:

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.

Mon âme exalte le Seigneur

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

3 Year Overview of Establishment Priorities

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 2025-2026
Session 2026-2027
Session 2027-2028

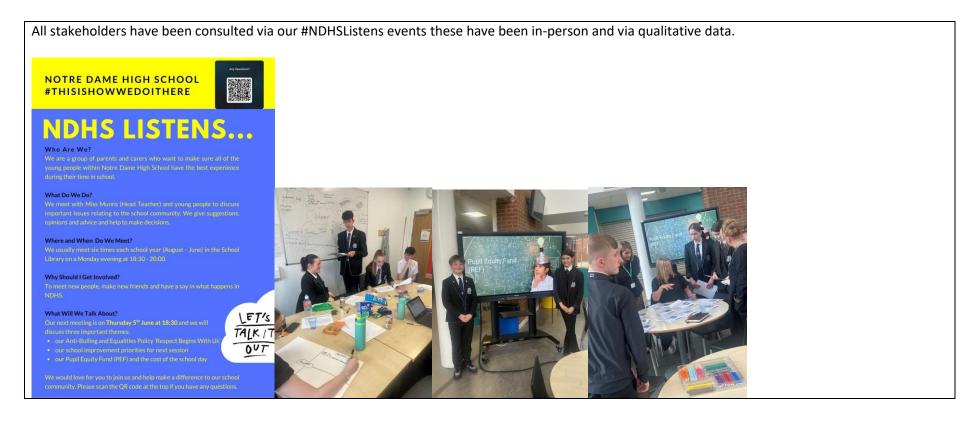Stella Maris outcomes and tasks are highlighted in orange.

Overview of rolling three year plan

National Priorities	Session 2025-2026	Session 2026-2027	Session 2027-2028
Placing the human rights and needs of every child and young person at the centre of education	Further development of planned pupil leadership opportunities, with a particular focus on BGE	Young people will undertake self-evaluation activities utilising 'How Good is OUR School'	Young people will be key drivers in leading self-evaluation for self-improvement
Improvement in children and young people's health and wellbeing	Achievement of 'We Promise' Award Respect Begins With All policy launch and implementation. Implementation of universal and targeted approaches to Nurture	Achievement of 'Keeping the Promise' Award Respect Begins With All policy to be embedded. Achievement of Nurturing Schools' Award	Cluster approaches to supporting CEYP Respect Begins With All policy review.
Closing the attainment gap between the most and least disadvantaged children and young people	Implement revised enhanced provision – St Monica's - to provide equity for all learners Embed CIRCLE framework for identified spaces	Further develop St. Monica's Whole staff CLPL of the CIRCLE framework and whole school audit	Fully embed St. Monica's and incorporate cluster input Fully embed CIRCLE framework within the school community
Improvement in skills and sustained, positive school-leaver destinations for all young people	Continue to develop strategic approaches to ensuring all learners have a positive destination Identify local opportunities for supported placements for learners with ASN	Further develop strategic approaches to ensuring all learners have a positive destination with a specific focus on S1 and S2 learners Continue to develop partnerships within the local community to	Systematic approach across the cluster to ensure early intervention and learners who are at risk of a negative destination are supported

	Further develop information sharing with families	identify planned opportunities for those learners at most risk of not being in a positive destination	
Improvement in achievement, particularly in literacy and numeracy	Develop consistent and planned approaches to tracking and monitoring in BGE Identify project-based learning approaches in BGE curricular areas Develop consistent and planned approaches to assessment in BGE Implementation of systematic framework to track learner participation and achievements.	Further develop BGE curriculum to ensure project-based learning is embedded across all curricular areas Learner participation and achievements rigorously tracked across BGE and SP and targeted interventions in place	Evaluation and revision of project-based learning

Stakeholder's views

How were stakeholders views collected?

All stakeholders have been consulted via our #NDHSListens events these have been in-person and via qualitative data.

How was PEF spend consulted on?

As above.

Plan: Session 2025-26

Priority 1
Improvement in children and young people's health and wellbeing
Choose an item.

National Improvement Framework Outcomes
2. Strong partnerships between schools, services, families, and communities.
3. Inclusive curriculum and assessment for a sustainable future.
6. Positive relationships, behaviour, and attendance in a respectful culture.
Education - achieving excellence and equity: National Improvement Framework 2025

How Good is Our School/Quality Improvement Framework ELC	**UNCRC**
3.1 Ensuring wellbeing, equality and inclusion	Article 3 (Best interests of the child):
2.1 Safeguarding and child protection	Article 2 (Non-discrimination):
2.4 Personalised support	
2.6 Transitions	
Choose an item.	
Choose an item.	

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

Ongoing approaches to attendance show continuous improvement and reduce the gap in terms of equity. We are above the local measure in terms of attendance and have also reduced the gap between SIMD 1&2 and 3-10.

	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

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.

Through the Wellbeing Survey, most of our young people can identify a key adult who they can speak to in school.

Exclusion Data				
Session	24/25	23/24	22/23	21/22
Total openings	114	43	71	147
Total Incidents	34	19	32	60
Number of young people excluded more than once	5	2	6	10

The majority (68%) of young people who were excluded this session were male.
Most of the young people excluded this session were from the most deprived 40% SIMD categories.
Four young people were excluded for five or more openings this session (30 openings).   This has led to a need to identify significant patterns and changes in behaviours through a strategic approach to creating and reviewing chronologies for identified groups of learners.

Improving the strategic approach to inclusion provision within the school in response to challenging behaviours within St Philp's.
This will provide targeted support to address these behaviours.

Bullying and Equalities Data				
Session	24/25	23/24	22/23	21/22
Total recorded incidents	56	9	4	91

The demographic of our school community continues to change and become more diverse and, because of this we are continuing to develop our approach to equalities to ensure the culture, ethos and curriculum of our school community is representative of all.
Almost all young people who reportedly experienced incidents of bullying were in the BGE.
Perceived reasons for bullying vary but prejudiced based bullying involving protected characteristics was involved in the majority of incidents.

Expected outcomes for learners

Who?   By how much?   By when?   What?

- By June 2026, almost all young people feel safe and secure in school.
- By June 2026, almost all learners will feel more supported in understanding and dealing with bullying.
- By June 2026, almost reported incidents of bullying will be resolved for all parties.
- By June 2026, almost all of the perceived reasons for reported incidents of bullying will be understood.
- By June 2026, almost all learners included in targeted nurture interventions will have an improved or consistently positive Boxhall profile
- By June 2026, the number of exclusions will be reduced by 50%
- By June 2026, the use of chronologies to track, monitor and identify concerning patterns of behaviour will be embedded into practice for S1 and S2 learners
- By June 2026, the majority of our young people will be included in wider achievement activities.

If PEF spend is supporting – how much and what?

- Wellbeing Officer (£22,461)
- Action for Children counselling (£11,310)
- Anchor (£11,020)

- Barnardo's worker (£10,101)
- Gen+ (£2,000)
- Nurture UK CLPL (£3,000)
- Magic Breakfast (£1,125)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- All young people will complete the Inverclyde Council wellbeing survey. - Development of Whole School Wellbeing calendar - Results of survey to be analysed and responded to in terms of creating and adapting targeted interventions and universal curricular offer. - Staff to engage with 'Signs of Safety' CLPL sessions and approaches - Results of survey to be analysed and responded to in terms of creating and targeting identified mainstream pupils to be supported via PSE through enhanced social integration approaches	December 25 October 24 Ongoing December 2025		PTGs DHT (CS) and PTGs PTG/SLT and partners DHT (CS) and nominated staff EB	Survey and support lessons Survey results, JST Minutes, Guidance meeting minutes.
- 'Respect Begins With All' policy to be launched and implemented. - Creation of 'Respect Begins with All' school charter. - Creation of 'Respect Begins with All' with use of BoardMaker Visuals for Stella Maris learners. - PSE lessons to be delivered on understanding what bullying is and the impact of bullying as well as learning about strategies to challenge bullying behaviours. - Achievement of RespectMe Award	June 2026 October 2025 October 2025 June 2026		All stakeholders Our Community Decision Making Group Stella Maris House Ambassadors PTG ND and PSE teachers All Stakeholders	Views of parents and carers gathered in #NDHSListens events RespectMe lessons to be adapted for use at all levels House assemblies. RespectMe Resources

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Review, re-visit and refresh of NDHS Relationships Policy in relation to updated Scottish Government guidance	October 2025		DHT GG and All staff	
- 'Introduction to Anti-Racist Education' CLPL to be delivered to all staff, including signposting activities. - Audit of Equalities curriculum provision to be completed and areas of need identified. - Systematic review of Bullying and Equalities recorded incidents.	August 2025 December 2025 Termly		DHT CS SLT	Cluster Equalities Group resource Teaching staff in curricular depts using Windows and Mirrors resources. SLT Minutes
- Achievement of 'We Promise Award' - Achievement of 'Keeping the Promise Award' - Profiles for all care experienced young people to be reviewed and/or developed.	October 2025 December 2026 June 2026		All staff/DHT All staff PTGs and relevant teaching staff	Submission of staff Form Data Education Scotland Resources and attainment evidence. CEYP profiles, pupil survey data and staff feedback
- Ongoing development of universal and targeted approaches to Nurture - Implementation of Nurture provision as part of St. Monica's - Implementation of Nurture/Support class in Stella Maris - Achievement of Nurturing Schools' Award	December 2026 October 2025 August 2025 December 2026		SLT (AM/CS)/St. Monica's staff/All Staff SLT (AM/CS)/St. Monica's staff EB and St. Monica's staff	CLPL sessions and collegiate time Boxall

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- St. Philip's - targeted approach to Inclusion to be implemented - Bespoke support to be offered as appropriate - Implementation of Circle Framework CLPL sessions - Audit of Enviromental Factors within identified mainstream classrooms - Development of short life working group to undertake test of change based on CIRCLE approaches	October 2025 December 2025 September 2025 August 2025		SLT/PTGs/St Philip's/All staff CLD staff EB EB EB and short life working group	St Philip's learning space IAMME resources
- Re-visit NDHS 'Attendance Policy'	October 2025		DHT CS and PTs	

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?
▪ Health and wellbeing survey data. Improvements on baseline data in agreed areas. ▪ Shared understanding of 'Respect Begins with All' policy for most stakeholders.

Priority 2

Improvement in skills and sustained, positive school-leaver destinations for all young people
Improvement in skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework Outcomes
2. Strong partnerships between schools, services, families, and communities.
3. Inclusive curriculum and assessment for a sustainable future.
Choose an item.
Education - achieving excellence and equity: National Improvement Framework 2025

How Good is Our School/Quality Improvement Framework ELC	**UNCRC**
2.2 Curriculum	Article 3 (Best interests of the child):
2.6 Transitions	Article 29 (Goals of education):
2.7 Partnerships	
3.2 Raising attainment and achievement	
Choose an item.	
Choose an item.	

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

Over a three-year period, our positive de

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Legend:
- Notre Dame High School (orange)
- Virtual Comparator (grey)
- Inverclyde (blue)
- The West Partnership (green)
- The National Establishment (red)

X-axis: 2021/22, 2022/23, 2023/24
Y-axis: Percentage (0–100)

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

By June 2026, the number of school leavers with a positive destination will be in line or higher than the Virtual Comparator school.

If PEF spend is supporting – how much and what?

- PEF DHT (£18,057)
- PEF PTG (£20,325)
- Alternative curricular pathways – Parklea, Columba 1400 and Barista (£6,000)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Those leavers at most risk of leaving school to a negative destination to be identified and provided with enhanced support from SDS	August 2025		PTGs, SDS, DYW, DHT (CS)	Attendance and wellbeing data.
- Current leavers with a negative destination to be targeted with strategic support from PTGs and SDS via weekly meetings.	September 2025		PTG (SG), SDS, DYW	SDS leavers portal
- Implementation of identified and planned approaches to supported placements within the local community.	June 2026		EB and KMcK	Input from DYW
- Individual career plans to be created by all senior phase young people and shared with parents/carers	December 2025		PTG (SG), DYW, SDS, DHT (CS)	Senior phase PSE

Career pathways event/DYW |
- All learners to be supported in accessing My World of Work profiling tool to help build and shape their positive destination plans.			PTG (SG), DYW, SDS, DHT (CS)	
- Information event for parents/carers on support for positive destinations	September 2025			UCAS resources
- Targeted information event for parents/carers on support for positive destinations	October 2025		EB, KMcK, DYW, SDS	
- Monthly meetings to discuss positive destinations updates	June 2026		PTG (SG), DYW, SDS, DHT (CS)	SDS leavers portal

Attendance/house data |
| - Continue develop SCQF Ambassadors programme | June 2026 | | DHT (SS) and GMcG | |

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?
• Positive destination data

Priority 3
Improvements in attainment, particularly in literacy and numeracy
Choose an item

National Improvement Framework Outcomes
3. Inclusive curriculum and assessment for a sustainable future.
4. High achievement and reduced attainment gap for all learners.
Choose an item.
[Education - achieving excellence and equity: National Improvement Framework 2025](#)

How Good is Our School/Quality Improvement Framework ELC	UNCRC
3.2 Raising attainment and achievement	Article 3 (Best interests of the child):
1.1 Self-evaluation for self-improvement	Article 28: (Right to education):
2.3 Learning, teaching and assessment	
Choose an item.	
Choose an item.	
Choose an item.	

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

Although improvements have been made, recent ACEL data for S3 learners shows a decline in learners achieving fourth level in literacy and numeracy. Our ACEL attainment data for this cohort identify that there is a poverty related attainment gap. Qualitative data highlights a lack of consistency of approach when analysing data to inform and implement change. Focus groups of Senior phase learners have welcomed universal and targeted interventions to raise attainment in Senior phase. However, our self-evaluation data identifies that these interventions could be timelier and more impactful.

A few of our young people in the BGE continue to disengage with their learning and attendance rates for S1-S3 learners is lower than 5-year rolling average. In line with the National picture and ongoing work around the Curriculum Improvement Cycle, educational experiences should be "fit for purpose" and align with emerging recommendations about the Senior phase.

Currently we celebrate the wider achievements of our learners. However, we recognise that we must systematically track participation levels and identify cohorts of learners who are not being provided with an equitable experience.

Our self -evaluation data via our staff questionnaire indicates that most staff feel they have regular opportunities to undertake leadership roles. However, we recognise that all staff should be involved in the process of change and in evaluating the impact of improvements.

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

- By June 2026 there will be a 5% increase in the number of S3 learners achieving fourth level numeracy.
- By June 2026 a targeted cohort of BGE learners will show increased engagement in their learning, impacting positively on their progress.

- By June 2026 all BGE learners will have had the opportunity to identify, record and share their achievements and participation levels.
- By October 2026 S4,5 attainment for all will be in line or above the VC in all categories.

If PEF spend is supporting – how much and what?

- "Next Level Education" CLPL and resources (£2,245)
- Supported study – universal and targeted approaches (£10,000)
- Tracking and Monitoring system (£10,000)
- Literacy interventions (£4,250)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
− Implementation of robust BGE tracking and monitoring system	October 2025		DHT (MMcK)/Curricular PTs/All staff	Collegiate time Termly BGE data meetings
− Systematic approach to early interventions for learners who are at risk and are not making the expected progress	June 2026		DHT (MMcK)/Curricular PTs/All staff	
− Continued development of targeted BGE literacy and numeracy interventions	October 2025		ACoyle/St Monica's staff SLT/ACoyle/St Monica's staff	
− Implementation of functional literacy programmes for BGE and SP learners	October 2025		Stella Maris Staff	Collegiate time
− Introduction of termly 'literacy and numeracy in action' weeks that integrate practical skills into curricular contexts	October 2025		Stella Maris Staff	Collegiate time
− Pilot pupil digital portfolios to track progress in literacy/numeracy through real world tasks to support engagement and evidence gathering.	December 2025		EB	CLPL, Collegiate time
− Implement revised enhanced provision – St Monica's - to provide equity for all learners	June 2026			
− Further develop our approaches to tracking of our senior phase learners	December 2025		SLT/PTs/Class teachers SLT/PTs/Class teachers/Learners/Parents	CLPL/Collegiate time Supported study
− Ongoing development of systematic approach to early interventions.				

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Planning for progression through BGE and curricular programmes to support the transition to the senior phase - Introduction of Project based learning within S1/S2 curriculum - Continue to widen our senior phase curricular offer to ensure that all young people have opportunities to be successful - Establish 'Real World Fridays' where pupils engage in cafe, enterprise, college tasters, or SCQF skills projects. - Introduce SCQF Ambassadors within the dept and link this to school wide activity to further develop leadership opportunities for Senior Phase pupils	June 2026 June 2026 October 2025 October 2025		SLT/PTs/Class teachers SLT/PTs/Class teachers Stella Maris Staff Stella Maris staff	Collegiate time Collegiate time/CLPL Engagement with partner relevant partner agencies, collegiate time
- Implementation of systematic framework to track learner participation and achievements. - Systematic analysis of participation data to identify opportunities to utilise accreditation and ensure equity of opportunity for all - Implementation of Engagement Tracker and systematic review of data to inform targeted interventions	December 2025 December 2025		DHT (MMcK)/PTGs/Learners EB, KMcK	Collegiate time Collegiate time, visits to similar provisions

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Further develop whole school approaches to self-evaluation for self-improvement - Review, revise and implementation of planned approaches to collegiate time to ensure maximised impact on improving outcome for learners - Further develop approaches to ensure that all stakeholders are involved in improving the life and work of the school - Further develop leadership opportunities for all staff	June 2026		All stakeholders	Project team Collegiate time/CLPL
– Further develop pedagogical approaches through planned NDHS CLPL opportunities, systematic support at departmental level and planned programme of sharing of good practice opportunities	Ongoing		All staff	Collegiate time, CLPL
– 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 – Introduce curricular flight paths / road maps to support BGE Target Setting and learners' understanding of the achievement of a level				

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
− Implentation 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				

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?
▪ Almost all BGE learners will attain at the appropriate level, some beyond expectations; ▪ Direct observation will show that all young people are engaged in their learning; ▪ Feedback from learning conversations will show that young people are confident in reviewing their own learning and identifying next steps; ▪ T&M data will show that learners are applying and increasing their achievements through active participation in school and the local community ▪ T&M data will demonstrate very good progress in attainment over time ▪ All staff have engaged in CLPL activities and have taken lead roles in aspects of school improvement ▪ Increase attendance rates ▪ Reduction in referrals to Curricular PTs and SLT ▪ BGE curriculum plans demonstrate the progression of curricular levels and skills and is supported by valid and reliable assessments which are mapped to the Senior phase