

Education – Improvement Planning Document – 2026-27

Establishment Name: Notre Dame High School

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Our Vision, Values and Aims



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

NOTRE DAME HIGH SCHOOL

Belief



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

We believe in ourselves and in each other.

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

Perseverance



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

We respond to challenges with determination and resilience.

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

Respect



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

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

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

Stakeholder's views

How were stakeholders' views collected?

Stakeholder views were gathered through a range of self-evaluation activities throughout session 2025/26. These included:

- Analysis of learner voice through the Be Well Survey, wider achievement surveys, settling-in interviews and focus group discussions.
- Consultation with teaching and support staff through collegiate sessions, departmental self-evaluation activities, deep dives and professional dialogue.
- Feedback from parents and carers through #NDHSListens event, parental questionnaires and consultation event
- Contributions from pupil leadership groups, including House Ambassadors, Young Leaders of Learning and targeted focus groups.
- Evaluation activities using *How Good Is OUR School?* and other learner participation approaches to gather the views of children and young people.
- Ongoing engagement with partners, including Skills Development Scotland, Developing the Young Workforce, CLD and third-sector partners, to evaluate current provision and identify priorities for improvement.
- Analysis of attainment, attendance, participation, wellbeing and destination data to support consultation findings and inform improvement priorities



How was PEF spend consulted on?

Pupil Equity Funding priorities were identified through rigorous analysis of attainment, attendance, achievement, participation and wellbeing data, alongside consultation with learners, staff, parents, the #NDHSListens group and relevant partners. Learner voice was gathered through wellbeing surveys, wider achievement consultations and targeted discussions with identified groups of young people. Staff were consulted through collegiate self-evaluation activities and departmental reviews, while parents and carers contributed through #NDHSListens meetings and consultation opportunities. Evaluation of the impact of current PEF-funded interventions informed future planning and ensured funding continued to target identified barriers to learning, improve equity and maximise outcomes for learners affected by poverty.

Plan: Session 2026-27

Priority 1: Overview of Priority – Wellbeing and Inclusion

NIF Priorities

Choose an item.

Improvement in children and young people's health and wellbeing

National Improvement Framework Outcomes

2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach.

Choose an item.

How Good is Our School

3.1 Ensuring wellbeing, equality and inclusion

1.1 Self-evaluation for self-improvement

2.7 Partnerships

Choose an item.

A Quality Framework for ELC

Choose an item.

Choose an item.

Choose an item.

Choose an item.

UNCRC

Article 3 (Best interests of the child):

Article 12 (Respect for the views of the child):

Choose an item.

Choose an item.

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)

Wellbeing

As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. Views of the majority of young people have been gathered in the ‘Be Well’ Survey that has provided clarity on strengths and areas of development. We know and can demonstrate that almost all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Some young people have identified that they are unable to manage their emotions. Wellbeing interventions have been used to address individual needs however we recognise there is a need for a common language to communicate dysregulated behaviours and triggers. Although relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations, a minority of young people reported that they did not have a key adult to speak to if they have a concern. We consider each child and young person, as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions that may affect their lives.

Fulfilment of Statutory Duties

We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people. Our Respect

Begins with Us policy has been launched and young people are learning about handling relationships and understanding the difference between a falling out and bullying behaviour. There is further work to be done to ensure that the response to this information provided by the Be Well Survey, both provides assurance to young people with specific challenges as well as addressing emerging issues among groups of learners.

Inclusion and Equality

We ensure inclusion and equality lead to improved outcomes for all learners. Responses from our 'Be Well' survey indicate that some young people are not involved in wider participation activities. We understand value, celebrate diversity, and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. As our community grows and diversifies, we equip our young people with the skills and knowledge to challenge prejudiced behaviour and views.

In session 2025/26, data gathered from 566 learners across S1–S6 highlighted patterns of participation in wider achievement both within and beyond school. Targeted follow-up with BGE learners who identified as not participating enabled staff to better understand barriers to engagement and provide supported opportunities to experience the benefits of involvement. This led to the development of a broader range of inclusive opportunities which complement traditional sporting and musical pathways.

Self-evaluation indicates that further work is required to improve learners' understanding of what constitutes wider achievement and to ensure equity of access to available opportunities. Learner voice highlights a need for a wider range of activities which better reflect diverse interests and needs, alongside stronger promotion of both new and existing opportunities.

Engagement in wider achievement is contributing positively to learners’ development of meta-skills, social confidence and leadership. Wellbeing survey data also suggests a clear link between participation and an enhanced sense of belonging. This work is contributing to the school’s ongoing focus on wellbeing, inclusion and equity by reducing barriers to participation and ensuring that more learners feel connected, valued and included in the life of the school.

Attendance, wellbeing and learner support are regularly reviewed (via House Meetings) with a particular focus on identified groups including Care Experienced Young People (CEYP) and learners entitled to Free Meal Entitlement (FME). While existing processes support individual learners, self-evaluation has identified the need for a more strategic and consistent approach to tracking and monitoring attainment, achievement and participation across identified groups.

Findings from the QI 2.3 Deep Dive highlighted the need for staff to evaluate the impact of academic interventions more effectively and use data to inform targeted support. This priority will strengthen our ability to identify trends, evaluate interventions and improve outcomes for learners facing additional barriers to success.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

Wellbeing

- By June 2027, all children engaging with Nurture will engage in the Emotion Works intervention and be able to demonstrate improvements in their emotional vocabulary, self-regulation, empathy and increased resilience. [Improved Boxall Profile scores]
- By June 2027, almost all S1 learners will be able to identify ways to manage strong emotions (Be Well Survey)
- By June 2027, all S1 – S3 learners will have developed a greater sense of belonging and a shared understanding of wellbeing themes using SHANARRI indicators. [Improved scores on Be Well Survey in relevant questions]
- By June 2027, all young people on staged intervention 2 or 3 will have their education plan created in a Team Around the Child Meeting

Fulfilment of Statutory Duties

- By June 2027, learners will feel more respected in school [Be Well Survey]
- By June 2027, our focus group data will tell us that almost all learners will understand our Respect Begins with Us Charter
- By June 2027, the number of bullying incidents will be reduced by 50%

Inclusion and Equality

- By June 2027, all young people will have a key adult in school they can go to if they have a worry
- By June 2027, there will be a reduction in the number of exclusions by 50%
- By September 2026, 90% of learners and parents/carers will report awareness of wider achievement opportunities (via survey), supported through planned promotion online, in PSE, assemblies and registration
- By October 2026, 90% of learners will have attended the school's Wider Achievement Fair
- By October 2026, the views of all new S1 learners will have been gathered and analysed to inform the development of the wider achievement offer

- By December 2026, 100% of learners identified as not participating in wider achievement will have:
 - been interviewed
 - identified barriers recorded
 - been supported to engage in at least one appropriate opportunity
- By June 2027, 85–90% of learners will participate in at least one wider achievement opportunity (within or out with school), with improved participation across all learner groups.
- By June 2027, wellbeing survey data will demonstrate:
 - an increase in learners reporting a positive sense of belonging
 - stronger correlation between participation and confidence, engagement and inclusion

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?

- All staff demonstrate increased confidence in using the Emotion Works framework and associated language to support emotional wellbeing, as evidenced through CLPL records, staff feedback and consistent use of shared language in classrooms and pastoral interactions.
- Learners engaging in the nurture programme demonstrate improved ability to self-regulate and increased resilience, evidenced through tracking of individual targets, pastoral records and learner voice.
- Almost all learners can identify their Guidance teacher and report feeling confident that concerns will be listened to and acted upon, as demonstrated through learner surveys, focus groups and wellbeing data.
- Pastoral care staff plan and lead effective TAC (Team Around the Child) meetings for vulnerable learners, with records evidencing multi-agency involvement, clear action planning and improved outcomes for targeted learners.
- Pastoral staff demonstrate a working knowledge of Signs of Safety approaches and apply these effectively in decision-making, evidenced through case management records, professional dialogue and engagement with partner agencies.
- The implementation of the 'Respect Begins with Us' Charter results in increased reporting of concerns and improved learner confidence in being heard, as demonstrated through safeguarding records, learner voice and survey data.
- Learners demonstrate an improved understanding of positive relationships, conflict resolution and how to seek support, evidenced through PSE, RE learning activities, learner discussions and wellbeing survey responses.
- Enhanced transition information gathering improves staff understanding of learners' needs from the point of entry, evidenced through transition records, ASN profiles and earlier identification of support strategies.
- Pastoral staff use caseload information strategically to support learners effectively, with tracking data and learner feedback evidencing that young people feel safe, supported and secure when seeking help.

- Almost all learners can identify at least one trusted adult within the school whom they would approach with a concern, as evidenced through learner surveys, wellbeing questionnaires and focus groups.
- The development of the inclusion facility at St Philip's provides an effective alternative to exclusion, evidenced through reduced exclusion data, improved engagement of targeted learners and continued participation in learning.

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Continued implementation and development of universal and targeted wellbeing strategies</p> <ul style="list-style-type: none"> → Introduce BGE House Assemblies led by PTGs, focused on SHANARRI wellbeing indicators → ‘Respect Begins With Us’ Pupil Charter launched and embedded across the school → Chronologies of significant events for vulnerable learners are reviewed and acted upon → St Philip’s staff gather pupil voice and lead Team Around the Child (TAC) planning with partners → Pupil voice gathered through termly focus groups will identify emerging wellbeing needs and concerns and staff will use ‘Signs of Safety’ language to plan consistent, 				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>strengths-based support for young people</p> <p>→ Information gathered during registration and through ‘Be Well’ survey analysis will identify both individual needs and wider trends, informing universal and targeted wellbeing strategies.</p>				
<p>Whole school implementation of emotional literacy framework in conjunction with targeted enhanced offer in St. Monica’s and St. Philip’s</p> <p>→ Targeted learners in our Nurture programme will be supported through ‘Emotion Works’ programme</p> <p>→ Integrate ‘Emotion Works’ as a progressive and coherent element of the PSE curriculum, beginning with S1</p>				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> → All teaching staff will be trained in the core ‘Emotion Works’ model (5 cog framework and extension component) → Referral pathways and criteria for accessing the St. Philip’s enhanced offer are clearly defined and understood by all staff 				
<p>Implementation of a whole-school approach to preventing and responding to gender-based violence through ‘Equally Safe at School’ (ESAS) framework</p> <ul style="list-style-type: none"> → All staff will complete CLPL on: <ul style="list-style-type: none"> ○ gender-based violence ○ responding to disclosures ○ challenging harmful attitudes → Completion of the ESAS baseline self-assessment (staff and pupil voice). 				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
→ Establishment of an ESAS Project Team				
Implementation of an attainment and achievement framework to improve outcomes for identified learner groups → Design and consult on a tracking and monitoring model to review the attainment, achievement and participation of identified learner groups, including CEYP and FME learners. → Implement the agreed model and establish regular review meetings to monitor progress and inform interventions for identified learner groups. → Evaluate the impact of the model using attainment, achievement and participation data, and refine				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
approaches to further improve outcomes for identified learners.				

Priority 2: Overview of Priority - NIF Priorities Improvements in attainment, particularly in literacy and numeracy Choose an item.		
National Improvement Framework Outcomes 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.		
How Good is Our School <u>3.2 Raising attainment and achievement</u> <u>2.3 Learning, teaching and assessment</u> <u>1.1 Self-evaluation for self-improvement</u> <u>2.2 Curriculum</u>	A Quality Framework for ELC Choose an item. Choose an item. Choose an item. Choose an item.	UNCRC Choose an item. Article 3 (Best interests of the child): Article 28: (Right to education): Choose an item.
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		

Evidence from the QI 2.3 Deep Dive (October 2025) and BGE Learning Visits (May 2026) identified significant strengths in learning, teaching and assessment across the school. Self-evaluation also highlighted the need for greater consistency in the use of Learning Intentions and Success Criteria, effective questioning, differentiation and challenge, and opportunities for learners to lead their learning. This priority will support the sharing of effective practice and further develop high-quality pedagogy across the school.

Learner Conversations are having a positive impact on learners' ability to discuss their progress, strengths and next steps in learning. Roadmaps provide a clear framework to support learner understanding of progress and achievement of a level. Self-evaluation indicates the need for a more consistent whole-school approach to Learner Conversations across the BGE and Senior Phase.

Departments have developed BGE Assessment and Planning documentation which provides a clear framework for planning, assessment and tracking progress. The next stage is to embed this documentation within departmental practice and strengthen approaches to moderation. Feedback from the QI 2.3 Deep Dive and SIP consultation identified a need for more consistent and effective moderation processes to support professional judgement and improve learner outcomes.

Attainment in Literacy and Numeracy

The school's current data demonstrates that almost all learners in S3 are making the expected progress in literacy and numeracy. Through the use of assessment data and benchmarking, teachers are becoming more confident in making teacher professional judgements. However, our quantitative data shows that the number of learners achieving Level 4 in literacy and numeracy has decreased from last year. Our data in all areas is below local measures. Historically our TPJs does not correlate with Senior phase attainment as we continue to exceed our VC in the Senior Phase in literacy and numeracy. Our self-evaluation data indicates that staff would like more opportunities to work across establishments to moderate courses/assessments. "More departmental collegiate / development time — sometimes without SLT in attendance — to plan, develop and moderate" (NDHS Listens May 2026).

The introduction of our enhanced provision St Monica's last session has allowed for early interventions to be implemented with targeted groups. However, we recognise that our current tracking calendar does not correlate with when expected progress through the BGE levels should occur. As a result, our tracking data does not align with immediate, targeted support.

Attainment over Time

Although our attainment over time remains strong over our three-year trend, we recognise that the quality of pass, especially the top 20% could be improved. Although the attainment of our S4 cohorts is strong, some learners often do not build on their prior attainment as they move into S5.

Overall Quality of Learner’s Achievements

Overall, our learners are successful, exercise responsibility, and have opportunities to contribute to the wider life of the school. Currently we celebrate the wider achievements of our learners. However, we recognise that we must systematically track participation levels and support learners who are not being provided with an equitable experience. (Wellbeing Survey 2026)

Our learners are keen to be more empowered and have a say in the quality of their learning experiences and how to improve.

Equity for all Learners

Through our curriculum offer and enhanced provision, our data shows that we have raised the attainment of most of our learners, in particularly the most disadvantaged children and young people. However, we recognise that there are small cohort within our equity groups who are not making the expected progress.

In session 2024/25, the percentage of our school leavers in a positive sustained destination exceeded our virtual comparator however the difference between initial leaver destination figures and follow up figures illustrates that a few young people are not able to sustain a positive destination when they leave school. We recognise that the number of young people returning to school continues to increase and our curriculum offer must ensure that all learners are being given the opportunity to add value to their attainment and achievements and continue to develop their skillset.

With 46% of learners having an identified Additional Support Need, self-evaluation data demonstrates that young people need to develop more confidence and independence in relation to overcoming barriers to their learning using assistive technology and preparing for life after school and a positive and sustained destination

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

Attainment in Literacy and Numeracy:

- By June 2027, almost all learners will have made appropriate progress from their prior levels of attainment in the BGE, with the majority achieving expected Curriculum for Excellence levels and an increased proportion exceeding these. There will be a 5-percentage increase in the proportion of learners achieving Curriculum for Excellence Level 4 in both literacy and numeracy.
- By May 2027, staff at St Monica's and Notre Dame High School will have engaged in collaborative moderation activities with English subject specialists, leading to increased confidence and consistency in professional judgement.
- By December 2026, targeted BGE learners supported through the S6 leadership programme will report increased confidence and engagement in English and literacy, evidenced through learner voice and participation data.
- By June 2027, a shared whole-school approach to literacy moderation will be embedded, resulting in greater consistency and reliability in assessment practices across departments.
- By June 2027, we will achieve the Silver Reading Schools Award, reflecting a strengthened whole-school reading culture and increased learner engagement with reading.

Attainment over Time:

- By August 2027, attainment across National Qualifications will be sustained or improved, with the quality of passes at SCQF Levels 4–7 in line with or exceeding Virtual Comparator performance measures.

Overall Quality of Learner's Achievements:

- By June 2027, our House Ambassadors, Subject Ambassadors and Senior Pupil Leadership Team will demonstrate meaningful participation in school improvement, contributing directly to self-evaluation and improvement activities through the use of *How Good Is OUR School?*
- By June 2027, quantitative and qualitative evidence will demonstrate that almost all young people have participated in leadership, achievement, citizenship, service, cultural, sporting or wider achievement opportunities within the school and wider community.
- By August 2027, there will be an increase in the number of young people achieving formal accreditation for wider achievement, including leadership, employability, volunteering and skills-based awards.

Equity for All:

- By May 2027, almost all learners identified within targeted equity groups will demonstrate expected or better progress in literacy and numeracy, with attainment gaps reduced across all key measures.
- By June 2027, almost all disadvantaged young people will report high levels of engagement in their learning, with attendance, participation and attainment measures demonstrating improved outcomes.
- By August 2027, all school leavers will progress to a positive and sustained destination in line with national expectations.
- By June 2027, almost all young people will be able to articulate their learning journey, achievements and skills development confidently, demonstrating an understanding of how this support their future pathways into learning, training or employment.

- By June 2027, assistive technology will be embedded as a universal support across learning and teaching.
- By June 2027, staff will demonstrate increased confidence and consistency in the use of assistive technology to remove barriers to learning.
- By June 2027, almost all learners requiring assistive technology will use it confidently to support their learning and independence.
- By June 2027, learners will demonstrate greater confidence in using assistive technology to access learning, develop skills and prepare for positive destinations.

Quality of Teaching

- By June 2027, all staff will report increased confidence in implementing departmental and whole-school pedagogical priorities.
- By June 2027, learners will report higher levels of engagement, challenge and participation in learning, particularly within the BGE.
- By June 2027, learning visits will demonstrate improved consistency in agreed pedagogical approaches across the school

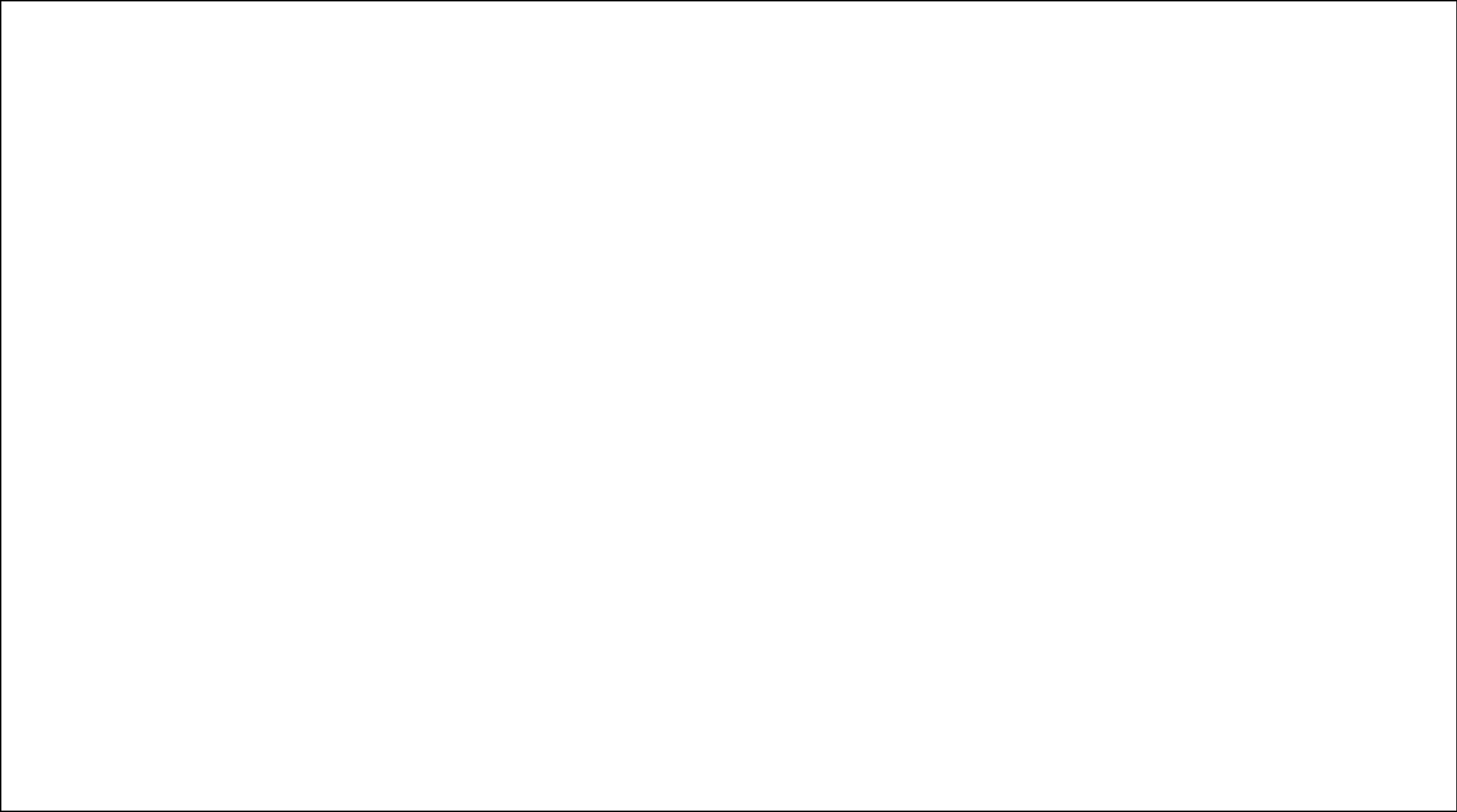
Effective Use of Assessment

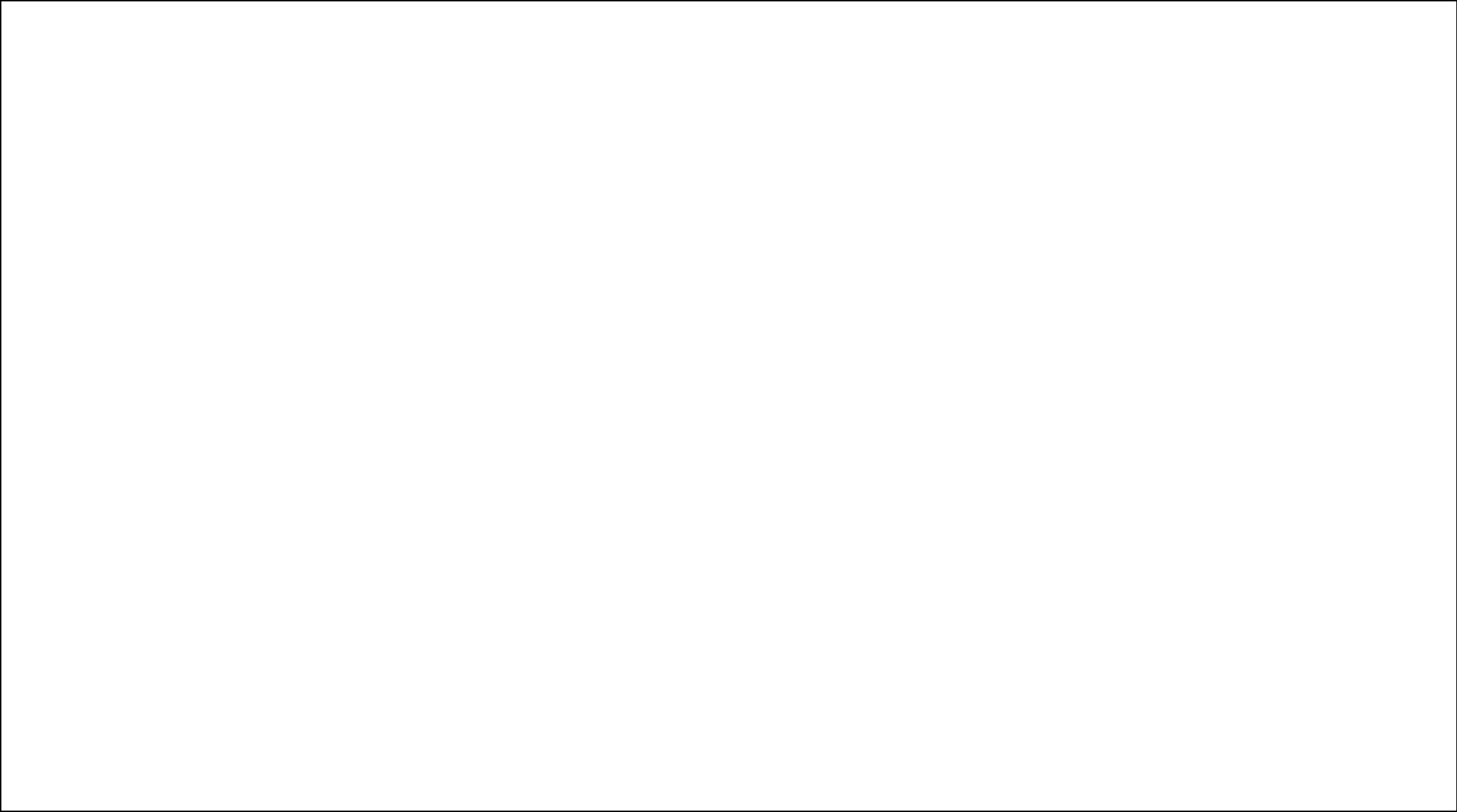
- By June 2027, almost all learners will participate in at least two learner conversations in every subject.
- By June 2027, almost all learners will confidently identify their strengths, next steps and progress in learning.
- By June 2027, almost all learners will actively plan and evaluate their learning and achievement.
- By June 2027, almost all learners will confidently explain their progress towards and achievement of a CfE level.
- By June 2027, almost all learners will use BGE Roadmaps to support reflection on their learning journey and achievement.
- By June 2027, almost all learners will confidently articulate the development of their meta-skills.

- By June 2027, all staff will use learner conversation evidence to plan and evaluate targeted improvements to learning and skills development.
- By June 2027, departments will maintain a robust evidence base demonstrating the impact of learner conversation findings and subsequent interventions.
- By June 2027, all staff will use BGE assessment and moderation documentation to support professional judgement, moderation and tracking of meta-skills.
- By June 2027, all staff will contribute to the further development of assessment and moderation materials, including effective approaches to challenge, differentiation and learner engagement.

Planning, Tracking and Monitoring

- By October 2026, a robust model for reviewing the academic and wider achievements of identified learner groups will be established.
- By June 2027, the school will have comprehensive tracking data to inform interventions and monitor progress for identified groups.
- By June 2027, targeted interventions for identified learners will demonstrate measurable improvements in outcomes.
- By October 2026, departments will identify evidence-informed interventions aligned to learner needs.
- By December 2026, effective interventions and practice will be shared across departments.
- By June 2027, departments will implement, monitor and evaluate targeted interventions that improve learner attainment and achievement





Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

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

- Staff demonstrate increased consistency in professional judgement through effective moderation with colleagues across the local authority, evidenced through moderation records, attainment data alignment and reduced variation in ACEL submissions.
- Staff confidence in using assessment evidence to inform ACEL data is strengthened, as evidenced by improved accuracy and consistency in ACEL returns, supported by quality assurance activities and professional dialogue.
- Staff increasingly lead high-quality self-evaluation activities and use a range of intelligence to evaluate teaching, learning and attainment, demonstrated through faculty self-evaluation records, improvement planning and clearer links between actions and improved outcomes.
- Staff use quantitative data more confidently to identify and remove barriers to learning, evidenced through targeted interventions, improved outcomes for identified groups and narrowing attainment gaps across cohorts.
- Learners are consistently engaged in high-quality learning experiences with appropriate pace and challenge, as observed through learning visits, classroom observations and learner conversations.
- Attendance rates show sustained improvement over time, as evidenced through school attendance data and reduced patterns of persistent absence.
- A reduction in discipline referrals is evident, supported by behaviour tracking data and qualitative feedback indicating improved relationships and engagement in learning.
- Most learners and parents/carers demonstrate a clear understanding of wider achievement opportunities, evidenced through learner and parent/carers survey data, focus groups and PSE discussions.
- Most learners participate in at least one wider achievement activity, with participation data, club registers and wider achievement tracking systems showing increased uptake across a broader range of activities.

- Learners report an improved sense of belonging, confidence and inclusion, evidenced through wellbeing survey data, targeted learner voice and pastoral tracking, with clear positive correlation between participation in wider achievement and wellbeing indicators.
- Learner voice directly influences the wider achievement offer, with survey responses and focus group feedback leading to the introduction of new opportunities, evidenced through programme development and increased diversity of activities on offer.
- Our quantitative data will demonstrate very good progress over time and learners have made very good progress from their prior attainment levels;
- Our tracking and monitoring data will demonstrate that all young people are applying and increasing their achievements in school and the local community;
- Our learners will speak confidently about their own learning journey, levels and skills achieved;
- Attainment data demonstrates very good progress over time, with learners making strong progress relative to their prior attainment, as evidenced through tracking, monitoring and Insight data.
- Tracking and monitoring data shows that learners are increasing their achievements both within school and the wider community, evidenced through wider achievement tracking systems, learner profiles and participation records.
- Learners speak confidently about their learning, progress, levels and skills, as demonstrated through learner conversations, profiling and PSE activities.
- Almost all learners are empowered to influence their learning experiences, evidenced through learner voice activities, Pupil Council contributions and changes made in response to feedback.
- Effective partnership working with SDS and DYW supports learners at risk of negative destinations, evidenced through shared tracking data, targeted interventions and an increase in positive post-school destinations.
- Assistive technology is routinely embedded within learning and teaching across all curricular areas.

- Staff confidently and consistently use assistive technology to reduce barriers to learning and increase learner participation.
- Learners independently select and use appropriate assistive technology to support their learning.
- A consistent whole-school approach to assistive technology is evident across departments.
- Positive outcomes for learners requiring assistive technology continue to improve over time.

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Continue to develop a whole school approach to raising attainment</p> <p>→ Develop a coherent whole-school literacy strategy through enhanced moderation, targeted interventions and cross-curricular responsibility for literacy.</p> <p>→ Increase opportunities for learner leadership in literacy through the introduction of Literacy Leaders and initiatives which promote reading, engagement and attainment.</p> <p>→ Improve access to the curriculum through the development of high-quality literacy support resources</p>				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>and targeted pathways leading to literacy qualifications.</p> <p>→ Strengthen approaches to assessment and moderation through the consistent use of BGE Assessment and Moderation Plans and the sharing of effective practice across departments.</p> <p>→ Use attainment and achievement data systematically to evaluate the effectiveness of interventions and inform strategic improvement planning at classroom, departmental and whole-school level.</p> <p>→ Strengthen the tracking and monitoring of identified pupil equity groups to ensure targeted</p>				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>support is implemented effectively and that almost all learners make expected progress in literacy, numeracy and wider achievement.</p> <p>→ Further develop the enhanced provisions of St Monica's and St Philip's through collaborative working with departments and partners to improve learner experiences, achievement and inclusion.</p> <p>→ Embed a systematic approach to tracking, monitoring and evaluation at key transition points across the BGE and Senior Phase, ensuring timely interventions are implemented to maximise learner progress and attainment.</p>				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
→ Strengthen the reliability and consistency of teacher professional judgement through robust moderation of BGE assessments, including cross-sector and cross-establishment collaboration to support Achievement of a Level (ACEL) and Teacher Professional Judgements (TPJs).				
Continue to develop a whole school approach to Self-Evaluation for Self-Improvement → Further develop whole-school approaches to self-evaluation, empowering departments to lead quality assurance activities, evaluate impact and drive				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>continuous improvement through evidence-informed practice.</p> <p>→ Strengthen stakeholder participation in self-evaluation processes to ensure learners, staff, parents and partners actively contribute to school improvement and curriculum development.</p> <p>→ Embed a culture of continuous improvement using professional dialogue, ‘deep dives’ and collaborative self-evaluation activities to improve outcomes for learners.</p>				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Continue to develop a whole school culture of professional learning and pedagogy</p> <p>→ Continue to foster a culture of professional learning through planned opportunities for collaboration, professional enquiry and the sharing of highly effective practice across the school community.</p> <p>→ Empower departments and individual practitioners to identify, implement and evaluate pedagogical priorities which improve learner engagement, attainment and achievement.</p>				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>→ Improve the quality and consistency of learning, teaching and assessment through a continued focus on differentiation, challenge, questioning, learning intentions and success criteria.</p> <p>→ Increase learner participation in school improvement through the development of structures that enable young people to lead and contribute to improvements in learning and teaching.</p> <p>→ Strengthen collaborative improvement through the further development of trusted colleague and peer-support approaches which promote professional</p>				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
dialogue and pedagogical innovation.				
Continue to develop a coherent, progressive and responsive curriculum → Continue to review and develop the curriculum in line with national and local priorities, with a particular focus on project-based learning, skills development and improving outcomes in literacy and numeracy. → Review and refresh the curriculum rationale to ensure it provides a shared vision for learning, reflects the strengths and context of the school community, and informs curriculum design, skills				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>development, learner pathways and positive destinations.</p> <p>→ Continue to embed the Curriculum Improvement Cycle (CIC) as a systematic framework for curriculum review and improvement, ensuring that curriculum design, learner pathways, skills development, attainment and stakeholder feedback are used to drive continuous improvement and improve outcomes for all learners.</p> <p>→ Strengthen partnership approaches to tracking and supporting young people at risk of a negative post-school destination, ensuring timely</p>				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
intervention and sustained positive outcomes.				
Develop and Implement Assistive Technology Strategy <ul style="list-style-type: none"> → Embed assistive technology as universal classroom practice → Improve staff confidence and pedagogy in assistive technology → Increase learner independence through assistive technology 				