Notre Dame High School

Standards and Quality 2025-26

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 869. The school teaching staff compliment is 66fte which currently includes a Senior Leadership Team (SLT) of 4. The SLT consists of Head Teacher, three substantive Depute Head Teachers. 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; 54% of pupils come from SIMD 1-2, with 46% living within SIMD1. Over time the school has welcomed several families where English is an additional language, and this represents 5% of the school community. There are, at present, 45 pupils who are care experienced and 422 pupils (46%) identified as having Additional Support Needs. Approximately 34% of pupils have a free meal entitlement. The Stella Maris Department (local authority ASN provision) is part of the school community and serves secondary pupils with communication and language difficulties from across Inverclyde. This provision has 52 young people and is lead by a PT and 8.0FTE staff. Young people in Stella Maris needs are met in a hybrid model between the department and mainstream provision.

Mon âme exalte le Seigneur

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 - Wellbeing, Equality and Inclusion

NIF Priority	HGIOS
Improvement in children and young people's health and wellbeing Choose an item NIF Driver School Improvement Choose an item.	3.1 Ensuring wellbeing, equality and inclusion Choose an item. QIF ELC QIs Choose an item. Choose an item. Choose an item. Choose an item. UNCRC Article 3 (Best interests of the child): *Article 28: (Right to education):*

Outcome:

1. By June 2026, almost all young people feel safe and secure in school.
2. By June 2026, almost all learners will feel more supported in understanding and dealing with bullying.
3. By June 2026, young people and their families will report allegations of bullying and enable the school to address incidents
4. By June 2026, almost all learners included in targeted nurture interventions will have an improved or consistently positive Boxall profile
5. By June 2026, the number of exclusions will be reduced by a third
6. By June 2026, the system of reviewing chronologies to track, monitor and identify concerning patterns of behaviour will be embedded into practice
7. The views of almost all young people will be gathered via the Be Well Survey, which covers a variety of themes including wellbeing, engagement, worries, strengths and hopes for the future
8. By June 2026, the majority of our young people will be included in wider achievement activities.

PEF used to support closing the gap:

- 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)

Progress and impact of outcomes for learners:

1. Almost all of young people in Notre Dame High School feel safe in school [94.49% Be Well Survey]. 783 learners completed the Be Well Survey in 2025/26 which provided the school with pupils' views on a number of issues. All young people with concerns re safety were offered follow-up support.

2. Our anti-bullying and equalities policy, 'Respect Begins With Us' was launched with all stakeholders in September 2025. Data recorded on SEEMiS in via the bullying and equalities module has increased since the implementation of this policy and learner voice indicates that young people are more confident in reporting these incidents to key adults. House ambassadors have worked to create a 'pupil friendly charter' which has been created for display throughout the school. Almost all young people
3. As we continue to encourage young people to challenge prejudice and speak up with they witness or experience unkind behaviours, we expect our bullying and equalities reports to reflect this. This session, there were 49 allegations of bullying involving 109 young people. The perceived reasons for these incidents were as follows:

Category	Count	Percentage
Not known	70	64.22%
Race and racism including culture	19	17.43%
Actual or perceived Sexual orientation (e.g. homophobic, bi-phobic)	6	5.50%
Additional support needs	4	3.67%
Body Image and physical appearance	3	2.75%
Disability	2	1.83%
Mental health	2	1.83%
Other: please specify	2	1.83%
Gender identity or Trans identity	1	0.92%
Total	**109**	**100.00%**

4. All learners engaging with nurture have made progress in at least one or more strands in either developmental, diagnostic or both. All young people who have been supported by nurture interventions have been supported into mainstream school.
5. Ongoing work to create a more inclusive environment with Notre Dame is having impact. The number of incidents of exclusion has reduced by 49% from 35 in 2024/25 to 18 [36% decrease in the number of openings from 116 in 2024 to 74 in session 25/26]
6. The reviewing of chronologies of significant events has been introduced for targeted groups of vulnerable learners. This has ensured that concerns are noticed and interventions can be introduced at early stages.

Next steps

1. Continue to develop a sense of belonging and a shared understanding of SHANARRI areas of wellbeing through themed approach to House Assemblies.
2. Launch 'pupil-friendly' version of 'Respect Begins with Us' and work collaboratively with cluster colleagues to produce NDHS Bullying and Equalities 'Cluster Pledge'.
3. Continue to review the bullying and equalities data with SLT, responding to needs and themes as they arise. Aim to reduce the number of allegations of bullying that occur.
4. Embed the delivery of Emotion works lessons throughout nurture and universally in S1 PSE curriculum to equip young people with a greater sense of self and the opportunity to develop their ability to self-regulate.
5. The further development of our Inclusion provision within St Philip's to ensure that young people who display dysregulated behaviours are not excluded from the community and are able to continue their learning.

6. Calendar of team around the child meetings to ensure that the needs of young people are met and that families and young people feel listened to and that they are given they feel included in their learning.

Establishment priority 2: Raising Attainment and Achievement

NIF Priority	HGIOS
Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver School Improvement Performance information	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment QIF ELC QIs Choose an item. Choose an item. UNCRC Article 28: (Right to education): Choose an item.

3.1 Outcomes:

- By June 2026, there will be an increase 5% 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;
- By June 2026, all BGE learners will have had the opportunity to identify, record and share their achievements and participation levels
- By October 2026, attainment for all will be in line with or exceed the VC in all categories

3.1 PEF used to support closing the gap:

- Supported study – universal and targeted approaches (£10,000)
- Literacy and Numeracy intervention (£4,250)

3.1 Progress and impact of outcomes for learners:

- Our ACEL data shows an increase in the percentage of the S3 cohort achieving level 4 in reading and writing. Through our professional learning and enquiry and our partnership working with our cluster Primaries in English and Maths, learners benefit from a smooth transition.
- Through the successful implementation of our enhanced provision – St Monica's - learners in the BGE are benefitting from timely interventions and support.
- There continues to be a strong pattern of raising attainment in literacy and numeracy in the Senior phase.
- The close tracking and monitoring of learners through the Senior phase have allowed for timely interventions, including targeted supported study. The attainment of our S5 learners in session 2024/25 exceeded or was in line with the VC.

3.1 Next steps

- Continue to support all staff in moderation activities across the authority to support TPJ, especially in literacy and numeracy
- Staff will be given more opportunities to work collegiately across establishments;
- Supporting departments to continue to implement a more rigorous approach to ongoing quality assurance activities and the use of evidence to inform improvement to maximise impact on learners;
- The participation levels of all young people will be tracked and opportunities provided to learners who are not being provided with an equitable experience.

2.3 Outcomes:

1. By June 2027, all staff will have participated in a varied 'in-house' programme of pedagogical CLPL which focuses on improving outcomes for learners through high quality learning, teaching and assessment.

2. By June 2027, all learners will have participated in a minimum of 2 learner conversations per subject. All learners will have contributed to planning their learning by identifying strengths, areas for improvement and next steps in learning. All BGE learners will have the opportunity to engage in a differentiated learner conversation template. All learners will have reflected upon and tracked the development of their meta-skills as part of this process.

3. By June 2027, all departments will have designed their BGE roadmap to support understanding of the learner journey and the tracking and understanding of the achievement of a level.

4. By June 2027, all departments will have completed Assessment and Moderation Planning documents for all BGE courses.

2.3 Progress and impact of outcomes for learners:

1. All staff have engaged with pedagogical CLPL through a series of sharing good practice workshops on INSET days. Almost all staff engaged in learning duos and professional dialogue with peers. Almost all staff co-constructed lesson feedback in 1:1 coaching conversations following SLT visits and local authority 2.3 deep dive visits. #NDHSLearns bulletins and NDHSLearns bitesize professional reading opportunities have been shared with all staff on a weekly basis.

2. Following staff feedback and to complement the assessment process, all departments were given autonomy regarding when Learner conversations should take place. Differentiated templates were also implemented for learners in the BGE.

Most learners had the opportunity to participate in learner conversations in each of their subjects. In October 2025, the local authority 2.3 Deep Dive report stated that – of learners spoken to – almost all were able to confidently speak about their knowledge of their working grades and the process of identifying strengths and areas for development.

3. In June 2027, almost all departments completed the design of their BGE roadmaps.

4. In June 2026, most departments have completed BGE Assessment and Moderation planning documents. These documents consider Es and Os, Benchmarks, LIs and SCs, 4 capacities, meta-skills, responsibility of all, home-learning, assessment and moderation. For session 26/27, these documents

will support practitioners to lead learners through a rich curriculum experience, make accurate assessment judgements and improve outcomes for learners through high quality learning, teaching and assessment.

2.3 Next steps

1. Continue with commitment to sharing pedagogical good practice and offering support and challenge to teaching staff to improve outcomes for learners through high quality learning, teaching and assessment.

2. Self-evaluation at school level throughout the session has identified that further development of a planned and consistent approach for learner conversations in departments across the BGE and SP is required.

3. In session 26/27, all departments will be well placed to use BGE roadmaps to support all stakeholders with the understanding of the achievement of a level.

4. Staff will use BGE Assessment and Moderation planning documents to support the formation and moderation of professional judgements in relation to the achievement of a level; analyse and track the development of meta-skills and – over session 26/27 - will enhance the planning documentation with the inclusion of good practice in relation to active learning and engagement and differentiation and planning.

Quality Indicators

1.3 Leadership of Change Choose an item.	Choose an item.

Key Strengths:

- ✓ Clear communication of vision, values and priorities
- ✓ Increased opportunities for staff leadership
- ✓ Strong staff engagement in improvement priorities
- ✓ Planned pupil leadership opportunities

Key Priorities:

- Expanded and clearly map leadership opportunities
- Continued planned and protected time for staff to lead change
- Increase collaboration across faculties and authorities
- Continue to develop pupil leadership opportunities

2.3 Learning, teaching and assessment **Good**	

Key Strengths:
School

- ✓ The culture of improving outcomes for learners through high-quality learning, teaching and assessment, supported by whole school and departmental Career Long Professional Learning (CLPL) via the #NDHSLearns campaign.
- ✓ In almost all classes, teachers share LI, SC and use starters and plenaries effectively and employ formative assessment strategies effectively in their lessons. *(2.3 Deep Dive report, January 2026)*
- ✓ Improvements in the whole school approach to learner conversation - allowing learners to confidently speak about their knowledge of working grades and the process of identifying strengths and areas for development.

Key Priorities:
School

- Ongoing and continued commitment to improving the quality of learning, teaching and assessment in classrooms and departments across the school
- Consistency of approach to improve outcomes for learners via the effective use of assessment, analysis of assessment data, supporting assessment documentation and learner conversations.

- Planned and consistent approach to the tracking, monitoring and planning of interventions for identified groups of learners who face additional challenges.

3.1 Ensuring wellbeing, equity and inclusion Choose an item.	**4.2 Wellbeing, inclusion and equity (ELC QIF)** Choose an item.

Key Strengths:

- ✓ A strong focus on wellbeing including regular updates and clear communication of learners' needs
- ✓ The development of anti-bullying and equalities policy to ensure that young people and staff feel respected, included and listened to (Respect Begins With Us)
- ✓ Increased collaboration with partner agencies to ensure progression to positive destinations

Key Priorities:

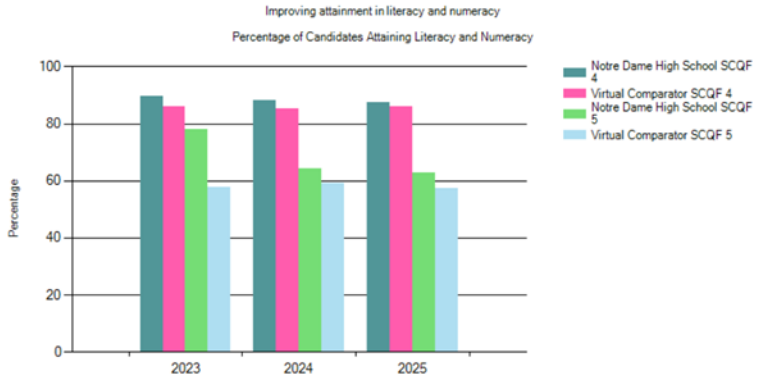
- Strategic planning of review meetings using staged intervention levels and single agency planning document
- Chronologies policy to become embedded into practice
- Emotion Works lessons to be included within Nurture Programme and S1 PSE curriculum
- Be Well Survey data to be used to identify individual wellbeing needs, identify emerging themes and evaluate interventions

Data

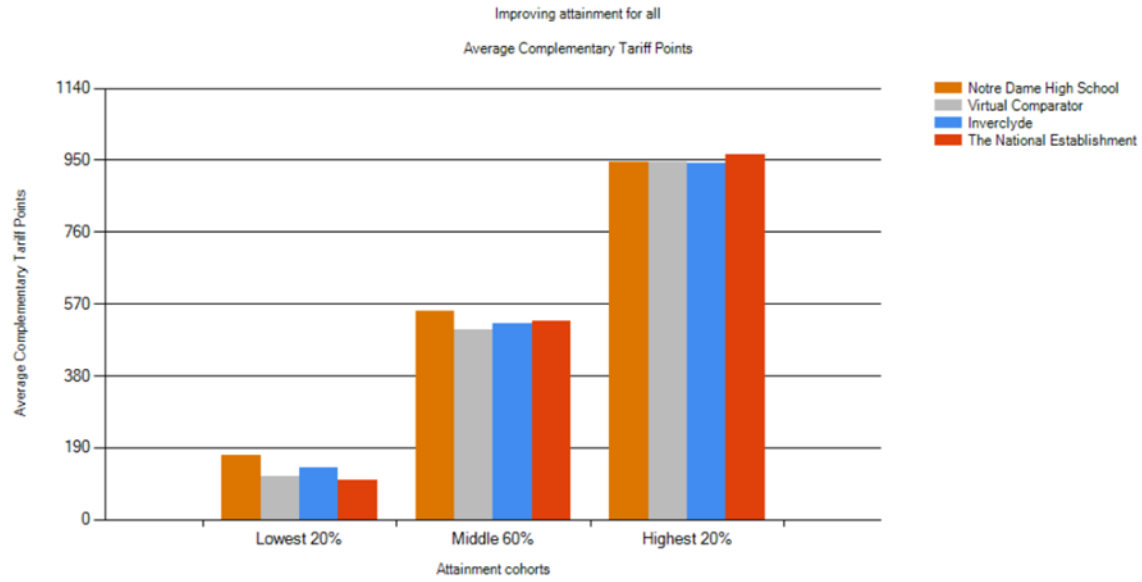
- S3 cohort TPJ projection:

Notre Dame High	ALL - Achieved Level 3 or above				Level 4			
	LT	R	W	N	LT	R	W	N
2024/25	88%	89%	86%	85%	51%	45%	35%	53%
2025/26	87%	87%	85%	83%	41%	66%	43%	47%

- Literacy and Numeracy – Senior Phase - S4



selected year is **2025**



Attainment Projection 2025/26– Based on estimates:

S4

Measure	Number	%S4 cohort
5@5	104	60%
3@5	126	73%
1@5	139	81%

Introduction of 7th subject

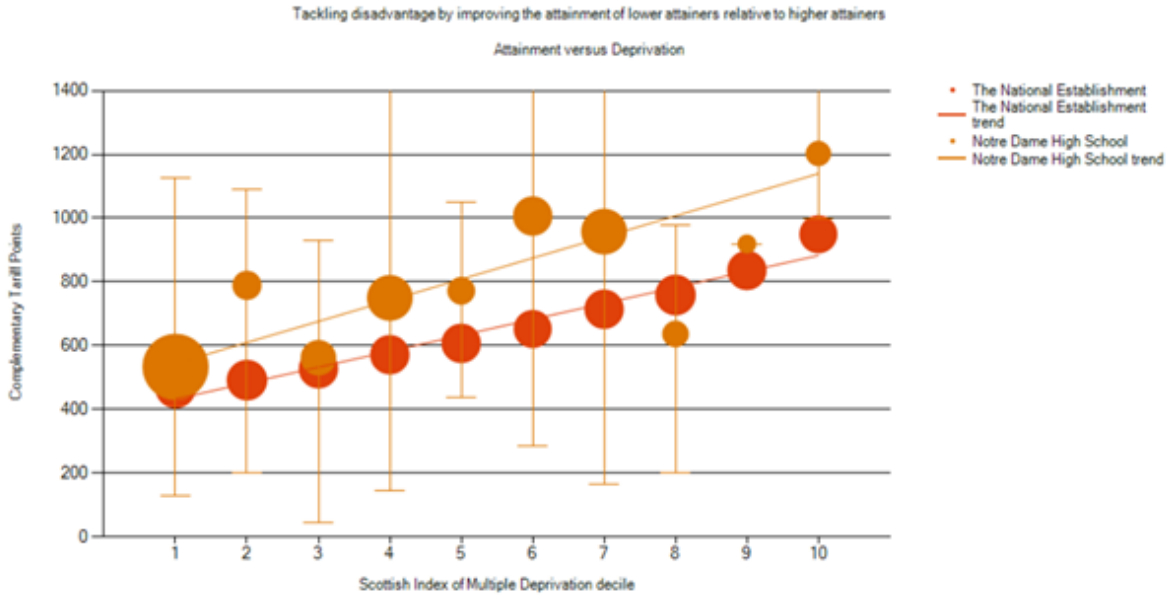
S5

Measure	Number	%S4 cohort
5@6	34	21%
3@6	87	54%
1@6	116	72%

Projection in Sept 25 based on prior attainment

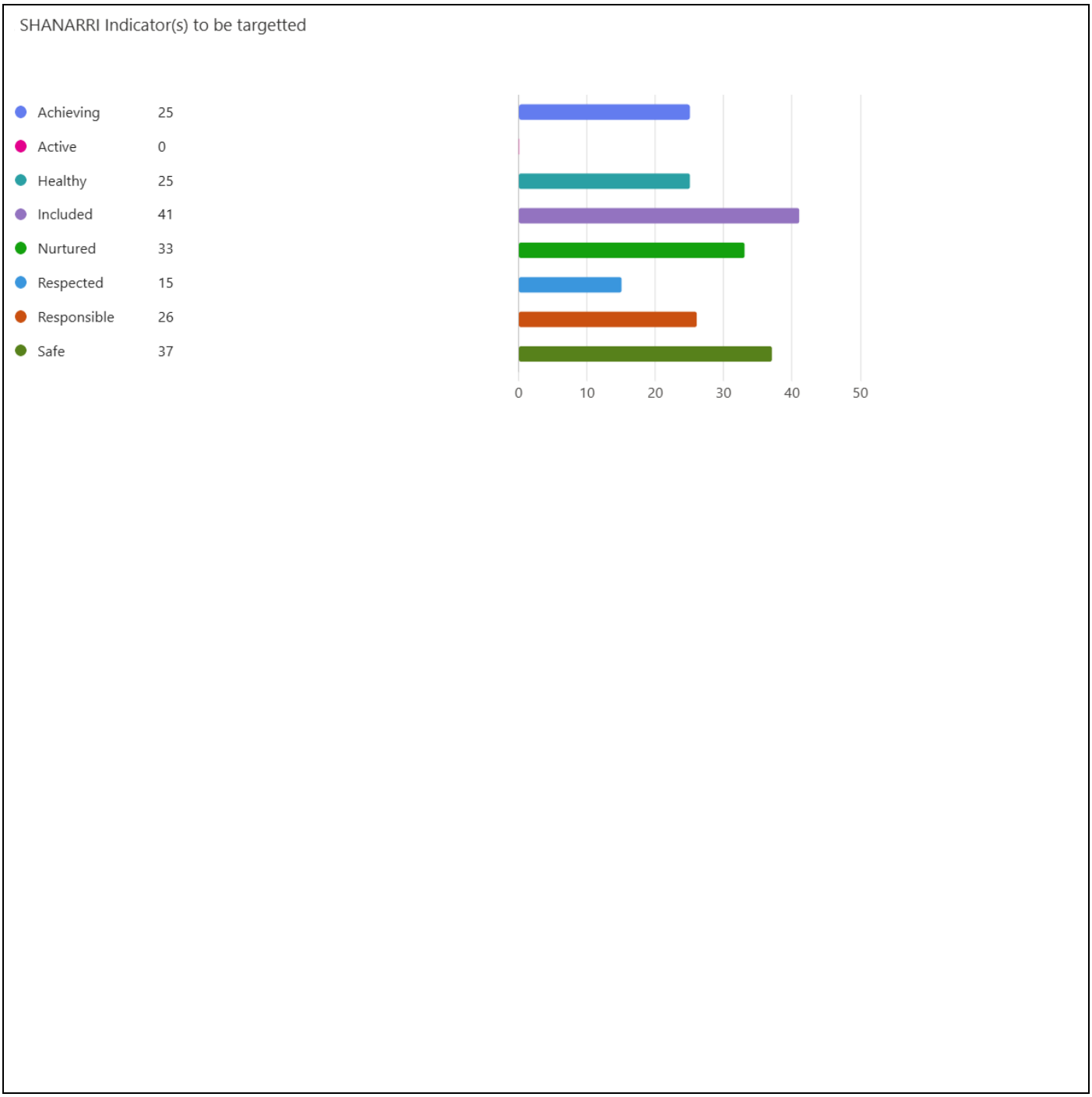
S4 Roll	161	
Measure	Number	% S4 cohort
5@6	43	26
3@6	84	52
1@6	105	66

The selected year is **2024/25**



3.1 Wellbeing Data

91 wellbeing referrals were submitted to address the following wellbeing needs:


SHANARRI Indicator(s) to be targetted
Achieving 25
Active 0
Healthy 25
Included 41
Nurtured 33
Respected 15
Responsible 26
Safe 37
0
10
20
30
40
50

Key Achievements of the Establishment

Opportunity to celebrate activities, awards, events, partnerships

English & Media

- Learners' creative writing published in collaboration with the school library.
- Increased experience with Qualifications Scotland – particularly at Advanced Higher to ensure National Standards are applied to learning, teaching and assessment.
- Extra-Curricular Reading Club offered to all learners which is also recognised as a safe space for young people at lunch times.
- Continued support of QAMSO in delivering high-quality moderation which informed confident TPJs for S3.
- Professional VFX Artists delivered session on employability skills to BGE and SP learners.
- Primary partnerships were consolidated and developed
- Stella Maris supported to access BGE texts and curriculum to create more connection between curriculums.
- Significant number of N3 and N4 candidates supported to achieve qualifications.

Geography

- S3 geography students completed the **Sustainability and climate change NPA**. Sustainability was a new unit inputted into the existing S3 Geography course; climate change is already a topic within Global issues at National 4/5 Geography this allows excellent progression.
- S1 learners actively engaged in **outdoor learning** across the school grounds to apply classroom concepts to real-world environments. The students were analysing human impacts on their immediate surroundings by carrying out Environmental Quality Surveys and Traffic Surveys, directly strengthening their geographical and social skills. Key meta skills which were being developed included learners worked in teams, communicating effectively and sharing responsibilities to collect reliable data.
- **Wellbeing Wednesday lunch time club gave a number of S1 pupils** a safe, relaxing space at lunchtime which was incredibly valuable for their mental health. The mindfulness and wellbeing activities included crafts, quizzes and watching movies.
- **National 5 Travel and Tourism skills for work course.** Around 25 S4 and S5 students successfully completed the course. This course **e**mbeds employability skills directly into the travel and tourism curriculum bridging the gap between classroom learning and real-world employment. Insights from industry leaders like Hays Travel ensured that staff and pupils were aware of the skills and competencies required for their apprenticeship schemes.

PE

- Senior phase learners completed a variety of national courses. N5 – 81 learners, Higher – 34
  AH – 6, Sport and Recreation (SCQF Level 5) – 70 & Team sports NPA (SCQF Level 5) 19.
- Junior sports leaders completed coaching placements at our cluster primaries.
- Legacy leaders delivered a Cluster sports event for 150 pupils in our cluster primaries.

- Bike maintenance award completed with learners for the first time this session.
- Barista pupils completed a successful workplace placement at The Cove and Base Coffee.
- All PE Staff completed Heart Start Training and are now qualified instructors.
- A significant number of extra-curricular events took place this year.
- U15 Girls won the Paisley and district league and the St Mirrin cup & the U18's girls won the Senior League play off. The U15 boys also won their Paisley and District league final.
- Several of these players across the boys and girls teams went on to represent Paisley & District schools' football in the inter- authority tournament.
- We had two swimmers competing in the Renfrewshire school swimming championships, both qualifying for the national finals in Aberdeen. Both pupils secured medals in these finals.
- We had over 40 pupils participating in both the Giant Heptathlon event and the District Sports with many medals won at both events.
- We had boys' and girls' teams competing in the national handball finals in Motherwell.

Creative Arts

- Continued strong uptake of N5/H/AH Music and N5/H/AH Art and Design
- First full presentation of N5 Music Technology this session
- First full presentation of H Drama this session
- 12 pupils sat an NPA in Music Performing (SCQF Level 6)
- RCS Music Leaders – 6 @ Bronze (SCQF Level 5), 3 @ Silver (SCQF Level 6), 1 @ Gold (SCQF Level 7) and 1 @ Platinum (SCQF Level 8) 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 2025), Senior Phase Awards Night (August 2025), Christmas Concert (December 2025), 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.
- Songs from the Shows night in September 2025 raised significant funding for school shows and was a great success
- Our annual pantomime this year was Aladdie – 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 and was 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: For Good'. Pupils out with the music department were in attendance.
- Established link with RIG Arts with S4 pupils being involved with regeneration project of Inverclyde
- 4 senior phase pupils were involved in the Scottish Young Musician Competition as part of the Inverclyde Heat. Kai Fitzharris went on to represent Inverclyde and won the overall Scottish Young Musician competition
- 2 pupils represented the school as part of the Rotary Young Musician of the Year competition in November at the Beacon Arts Centre. Kai Fitzharris winning the Young Vocalist of the Year.
- 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
- Our annual school show – Les Miserables took place in June 2026 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 McGonigal led the SCQF Ambassador programme which gained its Gold Award in April 2026
- 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

Maths

- 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. Offering this in S4 for the first time was a change this year. This is an area we will continue to develop moving forward.
- Last session we managed to capture Numeracy attainment early to ensure as many pupils as possible had a pass in Numeracy.
- We offered Higher Applications of Maths for the first time and the uptake is positive for 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. Setting the classes for S1 starting in August will ensure pupils continue to work at an appropriate pace.
- A real success this year has been the work done with the Stella Maris classes.
- Days and events such as Pi Day, Numeracy Day and Maths Week Scotland are areas we have been involved in and promoted across the school.
- 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 S3.
- S6 pupils helping in S1 and S2 classes 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, liturgical events, school residential trips and extra-curricular activities to promote positive relationships. We always support colleagues who are trying to implement new initiatives.

C.D.E.G

- This session the Department presented 101 candidates for National 5 Qualifications and 51 pupils for Higher, with the N5 WW having a significant impact on whole school attainment due to 47 candidates sitting the course.
- The Tech Ambassador Program continued this session. 15 Ambassadors undertook a significant role within the department including organising and presenting at the P6/7 Open Evening.
- A group of Tech Ambassadors were supported to successfully complete a bid for a Nintendo Switch which they delivered it to the Head Teacher. They then organised a Gaming Club which ran every Friday lunch time as part of the Pull to School program, giving young people an alternative place to spend their lunch times.
- There has been significant work completed with Stella Maris classes C&D over the session, with class C following the BGE curriculum and Class D working towards their National 3 Practical Craft Skills.
- As a department we continued to contribute to whole school life with Break & Lunch supervision, extended Supported Study all year round and additional support to ensure that we could build relationships and support pupils and colleagues throughout the school.
- Qualification Scotland marking remained a prominent CLPL activity within the department with 3 different subjects all marked at National 5 Level as well as participation in the appeals process. This helps enhance Learning & Teaching within the department as it gives clarity on standardisation of levels and develop our knowledge and Understanding of Senior Phase Subjects.
- The department passed Verification for National 5 Design & Manufacture and National 5 Practical Metalwork this session. This demonstrates our understanding of Standardisation and marking as well as personal values and personal commitment.
- The department made contribution to MVP training to S6 pupils and support in their delivery of scenarios to S1.
- A member of the department managed the U15's football team to League success this session.

Social Subjects

- S2 pupils achieved a Heritage Heroes Bronze Award (Archeology Scotland) for their research into Inverclyde's links to the Transatlantic Slave Trade.
- Pupils attended a Debate club at lunchtime for BGE pupils to discuss current events, share their views and practice the key skills of debating.

- Newspaper Writing Club at lunchtime attended by BGE pupils and delivered by SP pupils to discuss current events and skills of journalism.
- S4 pupils went to the 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. This is the second year the trip has been run through a positive partnership with their community liaison.
- 2 x S6 pupils were selected to participate in the Lessons from Auschwitz Project. They took part in events with pupils across Scotland to learn more about the Holocaust, went on a day visit to Auschwitz and shared their learnings from the experience with the school community. They presented at year group assemblies during the week of Holocaust Memorial Day and shared their experience with the Social Subject Ambassadors so they can continue to present in following years.
- As part of the department work to achieve the Vision Schools Award, staff organised for the Anne Frank Exhibition to come to the school. The Anne Frank Trust UK spent time with our young people to learn about the key events of Anne Frank's story. Our volunteers from S3,4&5 delivered workshops following their training with the Anne Frank Trust. These were delivered to all S2 and S3 pupils in the school and all Senior Phase pupils in the Social Subjects department. This event raised awareness of Anne Frank's story and the opportunity for reflection on how we can continue to be proactive in tackling these issues in todays society.
- To support learning in Higher Modern Studies, the pupils engaged in a 'Learn with the Lords' session. The pupils spent time researching the current democratic system and decided on questions to be asked during the session. The class then met with Lord Michael Wells who spent an hour in discussion with the class answering their questions and offering stories from his experience as an MP and a sitting Lord.
- The department established our Social Subject Ambassadors this year. Young people from all year groups participated in representing the department throughout the year in events such as presenting at multiple assemblies on key dates such as Black History Month, presenting to parents and p.7 pupils on their visit to the school and sharing their experiences within the department at the Positive Pathway event.
- To enhance the curriculum, the Centre for Responsible Debate delivered workshops to all S3 Modern Studies pupils to engage in discussion about the purpose of debate and how disagreement can be made more constructive. This has established a positive partnership for future events.
- 8 S3 Modern Studies pupils attended the European Youth Parliament Eurovoice event where they were able to observe debates from guest speakers and engage in discussion on important issues in our democracy and country.
- In partnership with the local authority and a local artist, 20 S3 pupils were able to participate in the Mural Project. The young people took the lead in the planning and designing of a mural to represent Inverclyde and its history. They were taught the key skills of spray painting and were able to bring their designs to life on the wall of the school. The young people are continuing to engage with the project to create QR information codes on the symbols they have chosen, which will be replicated in different areas throughout the local community.
- Three young people in the department interviewed and produced a podcast episode with our MP Martin McCluskey, shared on 'Notre Dame Now' podcast channel. Our pupils were able to develop their skills in both the interviewing and producing of the episode to raise awareness of key issues and solutions being offered for our local community. This was one of several visits by Martin McCluskey to the school to engage in discussions with our young people on the local community and how he can represent our young people.

- International Women's Day IDL Event was organised by staff in the department with 11 departments raising awareness with a variety of tasks linked to their curricular area. All young people were able to engage in activities during registration, year group assemblies and extracurricular activities. 95% of pupils enjoyed the activities they took part in and 100% of staff felt it was a valuable use of teaching time.

Science

- In the current session, the faculty presented 104 candidates for National 5 qualifications and 7 candidates for National 4. In the Senior Phase, 84 candidates were presented for Higher, 11 for Advanced Higher, and 5 for the Science Baccalaureate. This reflects a broad and inclusive presentation policy, supporting positive learner progression across all levels.
- Learner pathways continue to be strengthened within the senior phase. Advanced Higher courses will be offered across all three sciences next session, reflecting positive learner experiences and progression from S5. In addition, the introduction of National 5 Electronics will further broaden curriculum choice and support pathways into STEM-related careers.
- The department made a strong contribution to the wider life and ethos of the school through sustained involvement in supported study, Easter school, Magic Breakfast, supervision duties, liturgical events, school trips, and extra-curricular activities. These contributions have supported positive relationships, learner engagement, and wellbeing.
- The faculty contributed to the Primary 6 and 7 Open Evening, supported by S1 and S6 pupil leaders, providing engaging, practical learning experiences which supported transition and raised attainment aspirations. Similarly, input at the Positive Pathways Evening, supported by S5 pupils, enhanced parental understanding of curriculum pathways, enabling informed learner choices.
- Learners benefited from opportunities to develop skills for learning, life and work through participation in wider STEM experiences. Twenty-five S4 pupils attended a DYW STEM event at Clydebank College, where they engaged with employers and universities, increasing their awareness of STEM careers and pathways.
- The department demonstrated a strong commitment to quality assurance and national standards, successfully achieving verification for both the National 4 Physics Added Value Unit and the Science Baccalaureate. This reflects robust internal verification processes and a clear focus on maintaining high-quality learning, teaching, and assessment.
- Leadership of learning was demonstrated through the delivery of a weekly Science Club, which achieved high levels of engagement from S1 learners and strong support from senior pupils. This has supported learner confidence, curiosity, and progression into leadership opportunities such as the Young STEM Leader programme.
- Improvements in learning and teaching were supported through curricular innovation, including the introduction of project-based learning within S3 Physics. This approach has enhanced learner engagement, independence, and application of skills, and will be developed further next session.
- Effective partnership working was demonstrated through transition activities, with six members of the faculty delivering science lessons across associated primary schools. This has strengthened links within the learning community and supported continuity and progression in learning.
- Staff engagement in high-quality CLPL has had a measurable impact on practice. Participation in SQA marking and involvement in the appeals process across Chemistry and Physics has deepened staff understanding of national standards and assessment expectations, leading to greater consistency and improved learner outcomes.

Modern Languages

- - **S2 French Food Tasting Event** - S2 took part in a French food tasting event. Pupils enjoyed a variety of French food and rated them for taste
- - In February as part of **Languages Week Scotland** events ALL learners had the opportunity to take part in a **Modern Languages Bake-Off event** which was very successful with entrants from all year groups. The winners and participants were rewarded with a **pop-up café celebration** with staff and pupils.
- - As part of Languages Week Scotland celebration in February, our including **S6 Language Leaders visited BGE learners to lead their learning** and share their own experiences of learning Languages.
- - Our **S6 Language Leaders provided ongoing support from S6 Language Leaders across BGE lesson**s throughout the 2025 2026 session
- **S3 Spanish uptake for 2026–2027 is strong: -** Total: 58 pupils (Compared to 46 in 2025)- 42 girls and 16 boys
- **Attainment and Achievement**
- National 4 Spanish: - S4: 4 pupils achieved National 4 Spanish / S6: 1 pupil achieved National 4
- National 5 Spanish - 30 pupils were presented for National 5 Spanish
- Higher Spanish – 12 pupils were presented for Higher Spanish

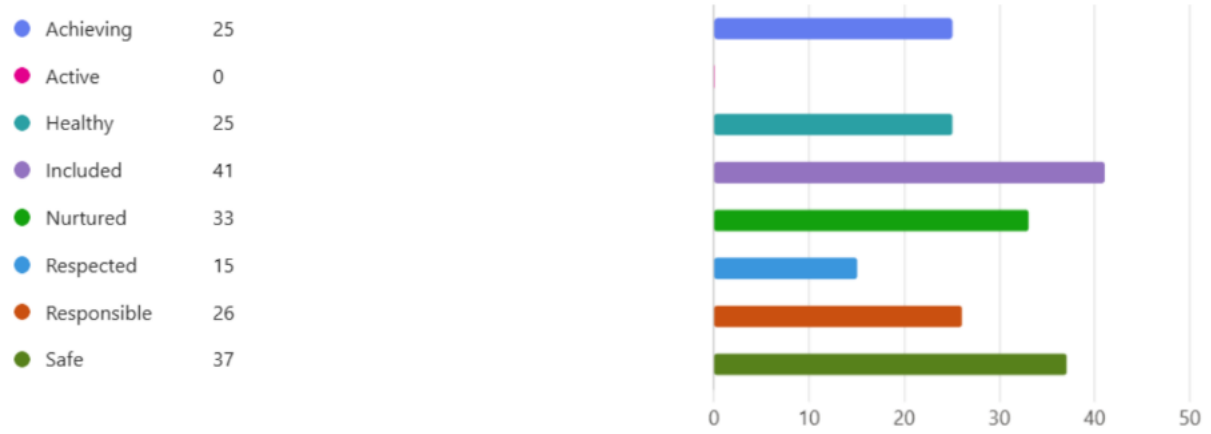
- Modern Languages for Life and Work Award (Level 4): S4 Pupils: 32 pupils achieved level 4
- Modern Languages for Work Award (Level 7) 9 pupils achieved this new award at NDHS.

St. Philip's

- Be Well Survey - Almost all young people completed the Be Well Survey. Several young people shared concerns re: not feeling Safe at home and/or at school. PTG/DHTs responded to this by engaging in supportive conversations with these learners, identifying the reasons why they felt this way and then implementing relevant support and communicating with parents/carers as appropriate.
- Be Well Survey - Some young people shared that they did not know who their PT Guidance was (staff changes, job sharing etc.). PTGs responded via holding House Assembly, bringing new S1 classes to St Philip's Guidance office.

- Well-being referrals submitted by PTGs (91 this session) -allowed young people to access support from Well-being Officer, Anchor, Action for Children, Barnardo's. 7.7% of well-being referrals were for CEYP; our CEYP make up 5% of the school cohort.
- Well-being referrals – SHANARRI (see diagram below)

10 Previous attachment dicator(s) to be targetted



- CEYP – Connected to Care (4 young people attended monthly event to share their voice) - CSmith
- House Ambassadors: Opportunity for young people across the 6 House Groups and Year Groups to become a House Ambassador. In this role they have had a variety of leadership opportunities including: sharing their views on the Respect Begins With Us policy, being part of the interview process for substantive teaching posts, leading monthly House Games competitions.
- House Identity: Young people have the opportunity to take part in First Friday House Games at lunchtime to win points for their Guidance House. This fosters a greater sense of belonging in our school community.
- Well-being interventions- A new girl's group took place, implemented by our school Wellbeing Officer Donna Burns, 7 S1 girls were supported to explore themes around self esteem and resilience. In addition football opportunities were provide in conjunction with Craig Malloy Coaching to support both wellbeing and attendance of a targeted group of S1 pupils. Prior to attending this intervention the average attendance of the 53 pupils involved was 81.75%, on completion attendance had improved to 86.4% for the period.
- Attendance is a school priority and as a Guidance team we continue to work to support all pupils attend class. The attendance of all pupils is monitored daily through SEEMIS, with texts sent home to those who have been marked TBC for all or some classes. The department also work closely with SLT through monthly House Meetings, in which all pupils are discussed in regards to attendance, attainment and positive destinations. These meetings allow the St Philip's team to make decisions on flexible timetables, supports for pupils and their families, and plan for the future.
- Number of flex TT, LVA provision, Corporate Parenting, Family Support Service, RFA to Social Work -AFarren
- PSE audit (S3 - Leadership Award, YPI) – Audit of Experience's and Outcomes that are met across the school was carried out and are achieved over a range of courses, PSE, PE, RE, HFT. S3 pupils all had the opportunity to complete the Leadership award. The YPI final took place in January with 6 groups taking part in the final and a total of 28 pupils. £3,000 was awarded to the winning groups chosen charity – Woman's Aid.
- House Assembly (Respect) – House assemblies took place for BGE learners to talk about feeling Safe and Included within the school and local community. Respect Begins with Us policy was discussed with pupils and they were made aware of the updated definition of bullying.

Religious Education Department

- 29 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.
- 13 of our Caritas pupils participated in a 'Formation Retreat' at the beginning of the year with the Xaverian Missionaries/Conforti Centre.
- Some of our Generation Hope pupils have continued to engage in monthly activities with Generation Hope Team, 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.
- In June 2026 23 pupils participated in the Generation Hope Camp. 4 of these pupils were returning as 'Crew' which is a new leadership position that has been created with Generation Hope.
- 35 pupils from various year groups represented the school community at the Annual Diocesan Vocations Mass/ Mass with the relics of St Carlo Acutis in September 2025
- 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.

- Pupils in s5 had the opportunity to participate in the Religion, belief and values award at level 5.
- 2025/26 was the the first year of delivering N5 RMPS, 24 pupils were presented for the final exam.
- In 2025/26 we trialed *Leading Like Christ*, an S6 RE programme to link Servant Leadership, serving the common good and allow pupils to access the SCQF Leadership award at Level 6.
- JP McGovern participated in the Education Scotland Curriculum Improvement Cycle as part of the RERC 'core group' to review current RERC curriculum and develop the new Technical Framework