Driving Equity and Excellence

Improvement Report

Session 2023-24

School:	Cardinal Newman High School
Cluster:	Cardinal Newman
PEF Allocation	£111,475

Section 1: Establishment Details

School Improvement Report
Context of the school: *This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.*
Cardinal Newman High School is a denominational school with roll of 840. We have four associated primary schools. 23% of students are registered for free school meal entitlement. 49% of learners are in SIMD 1-2. The school has 3 Depute Head Teachers, 4 Principal Teachers of Pupil Support, 7 Principal Teachers Curriculum, 1 Principal Teacher Support for Learning, and a total FTE allocation of 59.75 teachers for session 2023/24. The PEF team this session consists of 1.6FTE Depute Head Teacher(s) and three 1.0FTE principal teachers. We have an additional 2.45FTE Teachers who are planning and delivering programmes to close the attainment gap funded from our PEF funding allocation. We provide all young people with opportunities to expand their knowledge, explore their passions, create community, strengthen their sense of self and come to know God. Our chaplain Fr. Stuart Parkes provides spiritual support for young people and staff. Fr. Parkes encourages and supports staff and young people to live the faith. He is visible and approachable and takes time to get to know our young people individually through his programme of classroom visits and masses, and the regular celebration of the sacraments in school. A key part of our role as a Catholic school is to support students to live their faith in an increasingly secular society, including opportunities to discuss scripture to deepen their relationship with God and each other. Our RE department is at the centre of the school mission to provide an excellent Catholic education for all our young people that enables them to respond to the call of Christ in their lives. The RE department makes a major contribution to the wider chaplaincy function of the school although responsibility for chaplaincy is collectively assumed by the whole staff. We provide regular parent and carer updates, continually update the school website and make good use of Microsoft Teams and Twitter. Departments use Twitter accounts to communicate with parents and the wider community to highlight good practice and to celebrate success. Teachers across all faculties plan and deliver a wide range of extracurricular and out of school activities to support teaching and learning and to engage young people and families. The school has a highly successful performing arts faculty that delivers a range of concerts and other events during the session as well as an end of term school show. Teachers in the HWB faculty are proactive in seeking out opportunities to enhance the curriculum for young people, to improve health and wellbeing and provide a broad range of extracurricular activities where groups of young people and individuals can experience success. Departmental leaders and subject teachers are proactive and focused on taking forward our school improvement agenda. Departments plan and agree an annual improvement action plan which reflects the school and national improvement priorities.

Our staff seek out and attend relevant professional learning opportunities. Our teachers are generous with their skills and time. They support one another to improve pedagogy and professional capacity across faculties.

Our Principal Teachers of Pupil Support and Support for Learning know our children and their families very well. They work collaboratively with a range of partners to provide the very best support possible.

We work effectively with our cluster schools to ensure young people are supported at transition and targeted young people receive the enhanced support they need. Teachers across the cluster are working collaboratively to improve attendance, numeracy and literacy and on the transfer of data and information to ensure that young people are supported according to their needs.

We have a supportive and dedicated Parent Council that provides an effective vehicle for enhancing partnerships with our wider parent forum. Parents are overwhelmingly supportive of the work the school does to support their children.

Catholic education is unique because it prioritises community. When there is a culture of community around the school, children feel more positive, supported, and confident in their ability to achieve and excel. The school has an excellent reputation in the local community. The community is very proud of the school and the work we do not only to support young people but across a range of events and activities which foster good relationships within our community and beyond.

Cardinal Newman High School is attended by an amazing group of young people. The vast majority are well behaved and respectful. They enjoy excellent relationships with their teachers and their peers. They work hard and perform very well in national examinations and across a range of other performance measures. Our young people are informed and very aware of their environment and other factors which impact on them and others. They are proactive in supporting good causes and charities. Our young people are reflective and contribute thoughtfully to their community and to whole school improvement priorities.

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)
- Cardinal Newman High School Attendance Tracker used to generate data and identify young people for support.
- Homeroom (Registration) each day allows young people to have daily contact with a teacher who is responsible for recording and monitoring their attendance and punctuality (and other aspects of the AABOUT programme).
- CNHS Merit System promotes and rewards good and improved attendance.
- Cardinal Newman Digital High School designed to support young people during absence and to support them back to full time attendance.
- Attendance Support Meetings with targeted parents to identify any practical steps the school can take in partnership with parents to improve attendance.
- Attendance correspondence and advice sent to all parents of young people who take holidays during term time.

Details of consultation: Pupils/Parents/carers/staff/stakeholders
- We tell parents what our draft improvement plan priorities are (newsletters and parental updates, website) and ask them for their views. We support and encourage them to respond.
- We tell parent and partners in person at whole school events what our improvement priorities are and how they are progressing: (Awards ceremony, year group masses, parents' information evenings).
- We regularly discuss improvement priorities and progress with the Parent Council.
- Young people are involved in identifying our school improvement priorities through the Pupil Voice Group and other focus groups.
- Young people are responsible for writing school policies on Teaching and Learning and Promoting Positive Behaviour – including our anti bullying materials. They are involved in departmental review process.
- Staff are involved in identifying improvement priorities through INSET Days, Departmental Meetings, SLT/PT meetings and through the improvement groups and champions we have currently working in the school.
- School website updated to ensure that our improvement priorities are clear and well communicated – including our progress towards aims.
- Improved digital communication (questionnaires / surveys / analysis of responses) with parents and young people on a range of issues led by our digital team.

Section 2: What progress have you made in closing any poverty related attainment gap?

Equity Plan
Please write a brief summary of your approach to ensuring equity and the progress you have made.
The following key questions could be considered:
Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?

Literacy Interventions
Read Write Inc: Fresh Start (and RSA Reading Lab)
The Read Write Inc programme has increased literacy rates for young people taking part in the programme. 18 Pupils were targeted last session to take part in this programme in S1 and S2. The module-based programme has improved pupils' literacy abilities – in particular, Reading Age, Reading Accuracy, Reading Fluency and Reading Comprehension – allowing them to contribute to class learning more effectively. Their literacy confidence and fluency has increased, enabling them to access more areas of the curriculum.
9 targeted young people took part in the RSA Reading Lab programme. They have a reading age of between 9 years 3 months and 10 years. We are currently still testing the young people however we can report that all of them have made measurable improvements. We are now planning for the young people as they move into S2.

Numeracy Interventions
Numicon
The Maths Balance programme which was introduced for the first time last year has been replaced with Numicon. 27 pupils in S1-2 are targeted for two periods of numeracy each, with a focus on improving their arithmetic skills. Again, we are currently testing young people in maths department and using MALT9 and we can report that confidence and arithmetic skills for almost all young people in the groups.

Additional hour of numeracy for all young people in S2 and S3 in session 2023/24 to improve numeracy skills. All young people in S3 have banked a N4 or N5 Numeracy Award by end of S3. Improved Numeracy ACEL %. By end of S3.

Additional supports in place for young people at first and second level numeracy. (Targeted groups of young people working with PEF Teacher).

Staff training to deliver numeracy supports and interventions including Abstract/Concrete/Pictorial interventions to support least able learners and close numeracy attainment gap.

Health and Wellbeing Interventions

- **Transitions**

PEF Teacher working in associated primaries has identified groups of children with additional support needs and identified appropriate support strategies. This will allow the secondary school to plan appropriately and earlier for identified young people.

- **Emotional Literacy**

Targeted pupils have participated emotional literacy workshops. This provides pupils with the language and communication skills they need to build positive relationships. We can report an improvement in the emotional literacy of the participants including improved attendance and self-awareness.

- **GIRFMe Planning**

GIRFMe Plans completed in collaboration with parents and carers of targeted pupils. Support strategies are introduced and teaching and learning approaches are shared with staff, which have greatly benefited confidence and improved approaches to learning.

- **Nurture Groups**

Two S1 Nurture Groups of six pupils each, were created from feedback from primaries and Pupil Support. They have focused on emotional literacy and resilience and relationship building. Each group has met once a week. Pupils in both groups have behaviour issues, relationship issues, resilience and self-confidence challenges.

Strength & Difficulties Questionnaires were completed at the start and end of the nurture process, as was the Stirling Wellbeing Scale. These groups have gone well, and the pupils are engaged and enjoy coming together to talk. Evidence from parents is good, and a feedback form will be provided at the end of the year. We are still assessing impact of the intervention and will update report with findings.

- **PT PEF Attendance and Exclusion**

Whole school attendance currently at 87% which is a 3% rise from 84% when the programme started in 2021/22.

PT has worked with colleagues and partners to develop data systems for the effective analysis of attendance and exclusion data and as a result identify young people for support.

PT working with Primary Headteachers, Primary colleagues and partners to develop a CNHS cluster approach to improving attendance. **(See Cluster AIP 2024/25).**

Groups of young people identified for intensive support with PEF individualised attendance plan (including current P7 pupils).

- **PT PEF Digital Learning**

30 young people in S1/2 targeted for digital support and CNHS Digital Award.

PT leads CNHS digital team and works with colleagues to develop consistent whole school approaches to digital learning.

PT has designed and built Cardinal Newman High School Online. Updated this session and ready for use again from August 2024. 30 young people targeted for this intervention from September 2024.

PT is developing school website as an interactive tool for parents and carers.

Programme of CLPL offered to staff.

- **DHT PEF (Attainment) 1.0FTE**

DHT has developed effective systems for the tracking and monitoring and reporting of progress and achievement, HWB, attendance.

Now developing online systems for CLPL and Individualised PEF planning.
CLPL on effective use of data systems for planning [to close the attainment gap] in place.

- DYW

Identified 30 young people in S1-S3 for individual PEF Plan (PLD). PT will measure impact of the work this session. PT works with a range of partners to enhance our DYW Programme and deliver tailored work experience programmes for young people.
DHT has delivered DYW CLPL opportunities for colleagues.

What difference did your approach make to the wider tackling poverty agenda?
Improving attendance at whole school level and for individuals.
Supports in place to close the literacy and numeracy attainment gap.
Health and Wellbeing Interventions in place to for targeted young people which have helped them to feel happier and nurtured.
Preparing young people for the world of work through direct connections with employers in the curriculum and through work experience programmes. Targeting young people earlier to help ensure they obtain PLDs. We have identified 30 young people for an individualised PLD Plan for next session.

To what extent are you considering long-term sustainability as part of your planning and reporting process?
INSET days and staff training.
Engaging partners to deliver staff training and skills development.
Improvement Planning Groups.
Data team, digital team and CLPL team identifying and providing CLPL for all staff to ensure sustainability.

Section 3: Summary of Impact of Annual Improvement Plan Priorities

School Priority 1 (Long Term Outcome): Implement CNHS AABOUT Programme (Attainment, Attendance, Behaviours, Opportunities, Uniform, Timekeeping) A programme to improve school performance across these six areas	
(Please insert the relevant information below)	
NIF Priority: 1,2,3,4	**NIF Driver: 1,2,3,4,5,6**
NLC Priority: 1,2,3,4,5	**QI: 1.1,1.2,1.3,1.5, 2.1,2.2,2.3,2.4,2.5,2.6,2.7,3.1,3.2,3.3**
PEF Intervention: 1,2,3,4,5,7,8,9,10,11,12	**Developing in Faith/UNCRC: 1,2,3,5 Articles 2,3,6,23,24,29&31**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
Attainment
- Started work on agreeing whole school vision, aims and values. WE are carrying this work over into next session 2024/25.
- Implemented whole school tracking system (S3-S6) allowing us to intervene earlier and raise attainment.
- Targeted Support Groups in Senior Phase to improve performance in national examinations.
- New options process in place from S1-S6 to ensure the right young people are in the right subjects at the right level.

- Introduced additional courses in Senior Phase to meet the needs of learners and improve curricular pathways including FMA in Hospitality. Applications of Mathematics and Design and Manufacture also introduced.
- Changed school calendar / prelims / quality assurance calendar to better match syllabus across faculties. No whole school diet of prelims next session.
- Introduced SLT Support Visit Calendar as part of the whole school quality assurance calendar. Using data gathered from that exercise to inform improvements in teaching and learning at a departmental and whole school level. This is a feature of next session's improvement plan 2024/25.
- Departmental Review introduced this session. Departments for review next session identified and informed. Using the published reports for whole school improvement planning.
- Using the CNHS Merit and Rewards System we introduced last session to drive improvement in attendance, behaviour, uniform and timekeeping.

  Attendance
- Continuing to use the AABOUT period we introduced last session to improve attendance and timekeeping.
- Updated whole school attendance and absence protocols in place and understood.
- Attendance tracker updated each month and published to staff with relevant data highlighted for next steps.
- CNHS Digital school updated for session 2024/25 to support targeted young people.

  Behaviours
- Updated Promoting Positive Relationships(previously behaviour) Policy currently being redrafted and aiming to be in place for next session 2024/25 including protocol for red card and classroom expectations.
- Revisiting 10 plans for Effective Teaching and Learning.
- Merit and Rewards System.
- Targeted groups of young people in FF Programme to support behaviour.
- Currently planning new Learn-IT Zone to support targeted young people.
- Number of exclusions continues to fall in session 2023/24.

  Opportunities
- New DYW / Outdoor Learning / STEM group in place to identify associated relevant opportunities and certification for young people.
- Future Fridays – continuing to develop the range of opportunities we provide. The initial aim was for 20% of school roll attending Future Fridays. We are currently achieving around 35%. We have been targeting the new S1 pupils from August 2024.
- All S4 pupils offered work experience during FF. Over 100 S4 pupils took up the opportunity this session.
- 16+ Group set up to identify opportunities for targeted young people.
- DYW Team also working with targeted groups of young people aimed at developing vocational skills and improving positive leaver destinations.

  Data and Analysis
- Data team continuing to develop whole school systems for generating data, identifying interventions and measuring impact of what we do as part of our improvement agenda.
- New tracking and monitoring senior phase toolkit introduced in session 2023/24.

Next Steps: (What are we going to do now?)
- Whole school vision aims and values major feature of our improvement work next session 2024/25.
- Using Charter for Catholic Schools in Scotland as a self-evaluation tool for – to raise attainment and achievement.
- Rights Respecting School – journey to silver award.

- Clearer targeting of young people for PEF Interventions and the effectiveness of our work in closing attainment gaps – new Individualised PEF Plans.
- Review attainment figures in August 2024 following publication of SQA results. Identify successes and areas where we need to do better. Update AIP following results analysis.
- Focus on whole school approaches to ensuring effective teaching and learning in every classroom for every learner.
- Introduce additional qualifications to raise attainment in senior phase. Focus on young people in S6 to ensure that they are able to maximise attainment in their S6 curriculum.
- Introduce more vocational qualifications in senior phase including FMAs.
- Agree whole school system for effective tracking of pupil progress through CfE level S1-S3.
- Maximise attainment by the end of S3, so that young people are better placed to achieve at the highest level possible in S4 and beyond.
- STEM, Outdoor Learning and DYW all feature in our 2024/25 AIP. Whole school and faculty AIPs to set out specific DYW and Outdoor Learning improvement priorities. Monitor progress of new S1 Stem / IDL period.
- Improve FF Programme.
- School Improvement Groups in place for session 2024/25 to drive up performance and achievement across the AABOUT Programme.

Section 4: Key strengths/successes linked to Quality Indicators

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example:
Teacher Professionalism: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: • Improvement in attainment, particularly in literacy and numeracy; • **Closing the attainment gap between the most and least disadvantaged young people;** • **Improvement in young people's health and wellbeing;** • **Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**		
NIF Driver: • **School Leadership;** • **Teacher Professionalism;**		

• **Parental Engagement;**
• **Assessment of Children's Progress;**
• **School Improvement;**
• **Performance Information.**
UNCRC: Articles 3, 6, 12, 13, 19, 20, 27, 28, 29
RECR (if appropriate)
Linked SIP/PEF Priority:

How well are you doing? What's working well for your learners?

- There is a very positive ethos in the school based upon respect, ambition and inclusion. We have implemented steps to confirm the vision and values (AABOUT) that will underpin the work of the school and our improvement agenda. The engagement of young people and staff in this process our commitment to ensuring that all stakeholders are involved in shaping the future direction of the school. Senior leaders and teachers have high ambitions for young people and we are committed to improving the life chances for all our learners. Faculty heads and teachers feel more empowered to make decisions within their own individual area of the school and through this they contribute to school improvement.
- Catholic values are central to the ethos of the school and are reinforced through daily prayer and regular celebration of the Sacraments. Consistent role modelling of the school's values by leaders at all levels supports the continuing development of our school ethos.
- Across the school, there is a great deal of enthusiasm and willingness from staff to contribute to departmental and whole school improvement:
- (i)   Cardinal Newman is AABOUT Programme (established session 2022/23) draws together a set of values which reflect the context of the school and focuses on establishing the foundations necessary for a high achieving school;
- (ii)   A new promoting positive relationships policy and classroom expectations has recently been developed with young people and staff. The aims of the AABOUT Programme are central to the policy. Policy is currently being updated for next session 2024/25.
- (iii)   We use the CNHS Merit System to reward positive engagement with the AABOUT Programme in partnership with young people.
- Staff are proactive in identifying and taking part in professional learning.
- Middle leadership is strong. Faculty heads and principal teachers lead their teams well and are committed to the continued development of a creative curriculum that supports learners appropriately. Departmental quality assurance calendars ensure the effective monitoring of teaching and learning and the sharing of effective practice.
- Improvement Groups take responsibility for leading on aspects of the school improvement plan.
- We have set out clear and cohesive plans for the use of Pupil Equity Funding including a model of distributive financial leadership and systems which ensure we can measure the impact of what we are doing.
- PEF DHTs and PTs are successfully leading some of our whole school improvement priorities.

How do you know? What evidence do you have of positive impact on learners?

- The plan is based on an analysis of our own local data and focuses on the areas where we need to do better for the young people in our community.
- We have created whole school data systems to help us with planning and evaluating the impact of our improvement priorities.
- All departments complete a departmental action plan which is closely related to the school action plan and to national improvement priorities. Principal teachers provide regular updates on progress. Plans are discussed and assessed at DMs.

- We have formalised SLT learning walks into a process which includes a published calendar of visits, an observation sheet, and a feedback and next steps process to improve teaching and learning.
- We introduced a 10-point plan for effective teaching and learning which will allow us to discuss and improve pedagogy of teaching and learning. This is now under review for next session and features in the improvement plan.
- Young people are taking a more proactive leadership role across a range of improvement priorities through Pupil Voice, Senior Pupil Leadership Team, Faith Ambassadors, Pupil Focus Groups. Next session we are introducing BGE `
- SAC and PEF Planning has allowed us to overtake some of our improvement aims including the embedding of high-quality nurturing approaches to close the attainment gap and continuing improvement in the quality of learning and teaching.
- We have established a working group with a specific focus on Developing the Young Workforce (DYW). This has supported a helpful examination of the range of employer links within the school and how we can continue to improve what we do to prepare young people effectively for the world of work. All young people in S4 this session will benefit from a formal work experience programme.

What are you going to do now? What are your improvement priorities in this area?

- We have been very busy as a school. We introduced new initiatives last year and this session; more are still at the draft/consultation/planning stage.
- We need to involve parents, young people and partners more effectively in identifying areas for improvement and collaboration.
- We need clearer systems for evaluating how we are closing the attainment gap for targeted groups of young people – in place for next session 2024/25. Individual PEF Plans.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring

Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority:
- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver:
- School leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School improvement
- Performance information

UNCRC: Articles 3, 6, 12, 13, 29, 31

RECR (if appropriate)
- Developing as a Community of Faith and Learning
- Promoting Gospel Values

Celebrating and Worshipping

Linked SIP/PEF Priority:
- Teachers are more confident in the analysis of data to plan and implement next steps for learners. We are introducing individualised PEF Plans in session 2024/25 to effectively measure progress and impact of PEF interventions.
- Plan and deliver a range of literacy, numeracy and nurture interventions to improve numeracy and literacy skills and narrow the attainment gap.
- Improve ICT provision and digital skills for staff and pupils.
- Provide an additional period of numeracy for all young people in S2 and S3.
- Develop consistent whole school approaches to digital learning across faculties including supporting all subject departments to maintain and improve their digital/online curriculum.
- Build CNHS Digital School and support subject departments to provide opportunities for young people to improve their digital skills.

How well are you doing? What's working well for your learners?

Learning and Engagement
- Most young people are actively engaged in their learning.
- Almost all teachers use learning intentions and success criteria well. Young people know what they are expected to do/know.
- Teachers are increasingly using learner conversations to meet the needs and interests of our learners.
- All young people are given the opportunity to influence decision making and the wider life of the school. SLT and staff seek the views of young people through different approaches including regular focus groups, surveys, feedback forms and evaluation of learning activities. We analyse and act upon the outcomes.

Quality of Teaching

- Almost all teachers are committed to ensuring the quality of our teaching is of the highest standard and underpinned by our school vision and values.
- Most staff use a range of pedagogical approaches to engage and encourage the learners.
- All classroom teachers have a responsibility to monitor and report on learner progression which is used to support effective next steps in learning and to inform parents. SLT work closely with departments and young people to ensure effective learner conversations and next steps are in place.
- Most teachers use feedback effectively so that learners are increasingly aware of their progress and their next steps for learning. Faculty Heads and SLT carry out quality assurance.
- Almost all teachers are actively engaged in developing more effective use of digital technologies. The digital team plays a lead role in supporting teachers to upskill.

Effective use of assessment
- Most teachers include a variety of assessment tools and approaches in planning learning and teaching - this enhances learner's experience and helps our learners to understand where they are in their learning.
- Almost all teachers record and analyse assessment information individually and collectively, to inform effective planning for learners.
- Most teachers compile robust, reliable, and valid pupil assessment evidence to report on pupil progress at key times.
- All Faculties /Departments have increasingly robust arrangements in place for teacher judgements and for moderation of assessment judgements across stages.
- In the senior phase, there is a high degree of confidence in understanding and applying assessment standards. Large numbers of teachers carry out marking and moderation activities for SQA.
- In the BGE we are developing more robust approaches to achievement of CfE Levels and for moderation of performance. See SIP 2024/25.

Planning, tracking and monitoring
- Learners are increasingly involved in the planning of their learning which helps to meets their needs more effectively across all areas of the curriculum. This, however, remains an improvement priority for next session and beyond.
- Robust tracking and monitoring provides clear and meaningful information on learners' progress especially at key points such as transition, subject options and national qualifications.

How do you know? What evidence do you have of positive impact on learners?

- Analysis of information gathered from whole school and departmental quality assurance calendars, data tools, SLT support visits, HT/SLT/PT meetings and Departmental Review.
- Very effective in-house data systems. Our quality assurance processes and our self-evaluation of SIP/DIPs and SIR/DIRs highlight key strengths and areas for development.
- Tracking and monitoring of progress is improving across the school and being used more in decision making and curriculum planning.
- A positive school ethos and learning culture ensures positive engagement in the classroom and across the wider school. Our AABOUT Programme supports our whole school improvement aims.
- Teaching and Learning Group formed at end of this session (2023/24) and will drive improvement in our whole school learning and teaching approaches and quality assurance processes.

- Most staff plan learning activities which are matched to learner's ability, prior performance and are appropriately challenging.
- In some departments, learners have opportunities to peer and self-assess aspects of their work. This needs to be shared and rolled out across all departments so that learners' views and thoughts become more integral to the target setting process.
- Most staff lead classroom learning well using instruction, questioning, observation and feedback to encourage learners and support their progress.
- We are currently developing more effective ways of measuring learner progress through the BGE, including cluster approaches to AiFL techniques and moderation of attainment and achievement of CfE levels. This is a priority in SIP 2024/25.
- We share information with learners and families at key stages using SEEMIS Tracking and Monitoring in the Senior Phase and Progress and Achievement in the BGE. This tracking data is shared with all staff and used to focus on progress across the curriculum and inform next steps.
- We analyse the effectiveness of our efforts to improve attainment particularly that of our most vulnerable learners. We are improving how we report on the effectiveness of our SAC/PEF plans. Individual PEF Plans in place in session 2024/25.
- Our learners contribute to the life of the school through their active participation in the classroom and beyond. We recognise this contribution through social media platforms, rewards events, CNHS merit system etc.
- We actively seek the views of learners using a range of strategies including our active Pupil Voice and act on what they tell us.
- We use a range of digital platforms to seek and act on the views of young people.

What are you going to do now? What are your improvement priorities in this area?

- CNHS Teaching & Learning Group in place. Support all staff to improve classroom practice in line with the aims of a newly developed CNHS Teaching and Learning Policy.
- Establish whole-school teaching and learning strategies. Ensure that the effective practice already in place in the school is applied consistently across the whole school.
- Improve how we report on the impact of our SAC/PEF plans and how effective we are in closing identified gaps in attainment for targeted young people.
- Build stronger partnerships with a range of stakeholders to improve outcomes for young people including improved positive leaver destinations.

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing	Fulfilment of statutory duties	Inclusion and equality

Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority:
- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.

NIF Driver:
- School leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School improvement Performance information

UNCRC: Articles 2, 3, 6, 12, 13, 14, 24, 28, 29, 31,

RECR:
- Developing as a Community of Faith and Learning
- Promoting Gospel Values
- Celebrating and Worshipping
- Serving the Common Good

Linked SIP/PEF Priority:
- Carry out HGIOS 4 QI3.1 whole school self-evaluation; publish the results and analysis of the audit which sets out areas of strength and areas for development; plan supports and interventions for those parts of the QI where we need to do better.
- Improve attendance and reduce exclusions.
- Develop more effective systems for the tracking and monitoring and reporting of progress and impact of HWB supports, attendance initiatives, and PLD programmes.

How well are you doing? What's working well for your learners?

- Whole school focus on attendance to reduce absence and support longer term absentees back to school.
- The Cardinal Newman is AABOUT programme, a renewed focus on the school House System and the Cardinal Newman High School Merit System are all contributing to a positive whole school ethos and improved health and emotional wellbeing of all young people.
- Well planned transitions and enhanced transitions programmes support young people and families.
- Pupil support and support for learning staff know young people very well. Support for learning teachers and assistants, together with pupil support staff, identify needs early and provide a range of solutions which are removing barriers to learning for individuals and groups of pupils.
- The wide range of strategies we use to support young people with mental and
- emotional needs is having a positive impact on their wellbeing. Mental Health First Aiders.

How do you know? What evidence do you have of positive impact on learners?

- A caring ethos permeates school life and promotes and develops the wellbeing of all young people. There are excellent relationships between young people and staff and partners which support improvements in health and wellbeing.
- We publish a confidential online booklet for staff which identifies additional support needs of individuals and groups and offers key strategies for support.

- We know the context of the school and the health and wellbeing needs of the community. We work well with partners such as Community Police, NHS, SWD, ED Psych, Counselling Services, etc.
- Young people in the senior phase demonstrate care and compassion for their peers, and a high number offer support and model positive relationships and emotional wellbeing through various means. (Play in a Sports Environment, Future Fridays, School trips and residential visits, Summer School, enhanced transition programme etc. Senior pupils have been trained in peer mediation and as mentors for Violence Protection which is allowing them to train younger pupils and create discussion forums for safety and protecting self from harm.
- Our health and wellbeing programmes are coordinated by the HWB Faculty where there are effective examples of young people engaging well in learning about healthy, fit lifestyles.

What are you going to do now? What are your improvement priorities in this area?

- Develop a coordinated whole-school approach to developing young people's rights and making them explicit in the work of the school. Rights Respecting School (Silver Award) next session 2024/25.
- The role of support for learning and pupil support staff to be further extended across faculties in order to provide professional learning opportunities for staff to understand and better support, for example, specific learning difficulties or managing challenging behaviour. We are currently planning with colleagues in Ed Psych to deliver CLPL to all staff on INSET Days and at twilight sessions in 2024/25.
- **Increase the use of digital technologies to enhance learning and meet the needs of those young people who require additional support. (PEF Plan)**
- **Raise attainment levels of young people who are at risk of not achieving. (PEF Plan)**
- Provide additional qualifications in senior phase and more opportunities for certification in the BGE to meet the needs of all learners.
- **Build confidence and recognise achievement through accreditation in the BGE. (PEF Plan)**

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners

Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority:
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.

NIF Driver:
- School leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School improvement Performance information

UNCRC: Articles 3, 6, 12, 23, 28, 29,

RECR (if appropriate)
- Developing as a Community of Faith and Learning

• **Promoting Gospel Values**
• **Celebrating and Worshipping**
• **Serving the Common Good**

Linked SIP/PEF Priority:

How well are you doing? What's working well for your learners?
• **The school is increasingly data rich and staff are using the available data to effectively track young people's progress and to plan supports effectively.**
• **Revised options process ensuring young people are in the right courses at the right level.**
• **New tracking system for achievement of CfE levels in BGE ensuring appropriate pace and challenge. Session 2024/25.**
• **Widening access to alternative courses and certification in Senior Phase.**
• **Providing more opportunities for certification in the BGE. Session 2024/25.**
• **New curriculum model now fully in place for BGE allowing young people more choice and better progression routes. Next session we are looking to improve our senior phase curriculum offer further.**
• **CNHS FMA Offer in Hospitality.**
• **16 + Group / partnership working to ensure better and smoother progression for all young people into positive destinations.**
• **SQA Target Groups for senior phase pupils preparing for SQA Qualifications.**
• **CNHS is AABOUT Programme. Merit and Rewards System.**
• **PEF Plan including focus on numeracy and literacy and data.**
• **Tracking and Monitoring leading to earlier interventions and alternative pathways for learners. (BGE and Senior Phase)**

How do you know? What evidence do you have of positive impact on learners?
• Whole school and national data.
• Improving attendance figures this session. (3% increase for whole school in 2 sessions)
• Almost all young people achieving at least level 3 numeracy and literacy by end of S3. More numbers achieving level 4 this session.
• PEF Interventions to support targeted young people in numeracy, literacy and HWB.
• WSMs across S4/5/6 compare favourably to VC and LA averages.
• Number of young people achieving N5 Numeracy and literacy and better compares favourably to VC. We expect improved performance this session due to measure we have put in place.
• 91-92% of young people enter a positive destination. This remains an improvement priority for us.
• Young people benefit from a broad range of opportunities to learn and develop skills beyond the classroom environment.
• The increased range of courses on offer in senior phase. We are looking to further expand next session.
• Staff regularly organise trips and visits to theatres and museums and geographical and scientific field trips to extend learners' experiences in subject areas and their broader social and cultural awareness.
• Young people at senior phase are gaining leadership skills through acting as subject ambassadors and sports ambassadors. Our Faith Ambassadors and Caritas pupils take lead roles in the faith and sacramental life of the school.
• Digital technology is enhancing the learning environment.

- The Duke of Edinburgh's Award is well established in the school with high levels of achievement and participation. It is offered as a subject choice.
- Growing numbers of young people are receiving accreditation and certification in a range of award bearing programmes which suit their needs.
- Staff in the school have begun work to improve analysis of patterns of participation in order to better inform planning for improvement and to identify those at risk of missing out through taking part in few or no wider achievement activities. Improvement Plan session 2024/25.
- Growing numbers of young people have gained valuable and extended work experience placements with the school's business partners. Some of this through our very successful Future Friday Programme.
- Over the past three years, decreasing numbers of the S4 cohort return to school for S5, and subsequently into S6. We are looking at ways of reversing this trend where appropriate.

What are you going to do now? What are your improvement priorities in this area?
• Maximise partnership working to plan more effectively for transition and to positive destinations for young people beyond school. • See final section of report – key priorities for improvement planning next session.

Section 5: NIF Quality Indicators: Summary

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

Quality indicator	School self-evaluation	HMIE Inspection evaluation *(if appropriate)*
1.3 Leadership of change	**5**	**4**
2.3 Learning, teaching and assessment	**4**	**4**
3.1 Ensuring wellbeing, equity and inclusion	**5**	**4**
3.2 Raising attainment and achievement	**4**	**4**

Additional Quality Indicator

It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Quality indicator	Self-evaluation

Key priorities for improvement planning next session

- Ensure effective teaching and learning in every classroom for every learner.
- Further develop Senior Phase Curriculum including curriculum content / offer and vocational education opportunities. Expand number of Level 5/6 NPA Awards on offer.
- Reduce the number of young people who finish school with no awards.
- Improve teacher and collective understanding of ACEL by end of S1, 2 and 3; and develop tracking systems for more accurate and meaningful reporting of progress by young people across all subjects by end of S1, 2 and 3.
- Improve the numbers of young people achieving level 4 numeracy and literacy by end of S3.
- S1 STEM course in place from August 2024.
- Increase opportunities for wider certification in BGE for all learners – including outdoor learning and digital skills.