



Driving Equity and Excellence

Improvement Report Session 2024-25

School:	TAYLOR HIGH SCHOOL
Cluster:	TAYLOR CLUSTER
Head Teacher:	PAUL MCWATT

Section 1: Establishment Details

Establishment Improvement Report

Context of the school:

Opened in 1982, Taylor High is a six-year co-educational Catholic comprehensive school with a maximum capacity of around 1060 pupils. Our school estate comprises a range of practical, specialist and general classrooms across two levels, and four newly constructed modular classrooms in the school grounds. Accessibility to all spaces is provided through lifts and ramps, and we have a single-use accessible toilet on the first floor.

At the heart of our school is our school Oratory where the Blessed Sacrament is reserved. This is located next to our school canteen and school library/resource centre. Our school theatre hosts approximately 200 people which is utilised for school assemblies, music and drama productions as well as an additional space for physical activities.

The school enjoys good provision for indoor physical activity with a large games-hall, a gym space, and a fitness suite indoors. Within the school grounds there is an all-weather multi-use sports facility, and a full-size grass football pitch.

School Roll 2024-5	Projected intake from P7
S1 – 194	2025 – 150 (plus non-associated)
S2 – 184	2026 – 171 (plus non-associated)
S3 – 174	2027 – 141 (plus non-associated)
S4 – 194	
S5 – 153	
S6 – 142	
1041 pupils	

Staffing

The management of the school, the policy making, the long-term planning and the day-to-day administration, is in the hands of a Senior Management Team which is composed of:

HEAD TEACHER	Paul McWatt
DEPUTE HEAD TEACHER	Gerry McQuaid
DEPUTE HEAD TEACHER	John McLaughlin
DEPUTE HEAD TEACHER	Ursula Johnston

The school is served by: a teaching complement of 69.34FTE; 7 ASNAs; 5 Administrators; 1 SDS advisor; 3 Technicians; 2 Facilities Managers; 1 Chaplain; 1 Counsellor; 1 HSPO; 1 Educational Psychologist; 1 Campus Officer; NLC Kitchen Staff Team

School Vision and Values

OUR VISION

Our vision is for all young people to be included, safe and fulfilling their God-given potential. We CARE about growing as a community of faith and learning which fosters

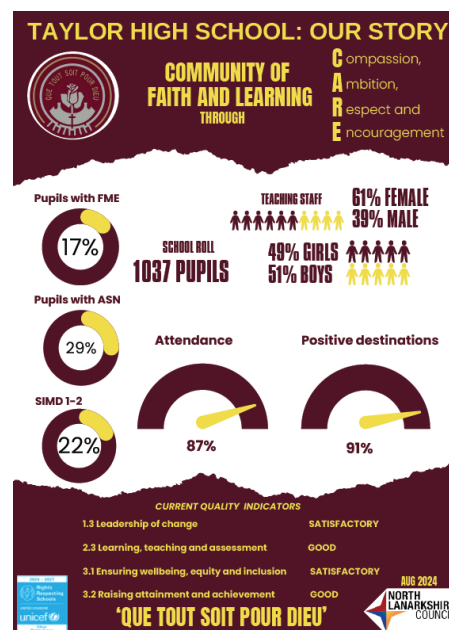
Compassion,
Ambition,
Respect and
Encouragement

based on the example and teachings of Christ.

OUR VALUES

Our Values are FAITH & LEARNING THROUGH C.A.R.E.:

Compassion – caring for and about others
Ambition – aiming for the highest standards and best outcomes possible
Respect – recognising and protecting the dignity of every person without discrimination
Encouragement – working together to support, motivate and inspire



OUR COMMITMENTS

- We CARE about developing young people's ambitions, skills, abilities and talents through learning
- We CARE about staff professional learning to help young people to overcome barriers to success
- We CARE about high quality learning and teaching that puts young people at the centre and supports them to lead their own learning
- We CARE about maximising attainment and achievement opportunities for all our young people through our improving curriculum
- We CARE about our shared responsibility to work in partnership with parents/carers, local parishes, our associated primary schools, businesses and community organisations to meet the needs and ambitions of our young people

The school is committed to being a 'Relational School' and, as such, continues to review and embed its revised relationship and behaviour policy to support a common understanding of standards and expectations: all pupils should be supported to be 'Ready, Respectful and Responsible'. This supports the ongoing work of the school to support professional learning and practice on Nurture Principles, the Solihull Approach and other relational approaches such as Restorative Practice.

OUR 5 YEAR MISSION STATEMENT

We celebrate being a community of faith and learning through CARE where:

- Pupils feel well-known, supported and celebrated
- Pupils and parents receive regular constructive feedback about progress and next steps
- Learning and teaching experiences are consistently high-quality, varied and meet pupils needs
- Our attainment is consistently high, and is improving against our comparator schools
- Our curriculum meets the needs of our pupils and supports their learning and progress well
- Our school works closely in and with our local parishes, primaries and the wider community

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

Some impact on attendance has been noted although the impact on average attendance has been limited with attendance average now at 87.59%. A review of attendance strategy has taken place which will mean a more centralised approach for attendance will take place and ensure more rigor when planning for improved attendance.

Interventions have included:

- Daily routines for Pupil support to tackle attendance
- Improved QA of pupil attendance
- Targeted support for young people through HSPO and JOE's (Inclusion) space

8 young people with attendance below 20%: have attended this space and achieve additional qualifications including English, Maths, Social Subjects and Religion, Beliefs and Values. Additional qualifications have been achieved in this space that would not have been obtained without it.

Monthly reviews of part-time timetables and attendance codes have been held with the Cluster Improvement and Integration Lead (CIIL) to ensure correct coding of attendance.

Details of consultation: Pupils/Parents/carers/staff/stakeholders

- *Pupil surveys*
- *All-staff survey*
- *Parent/carers survey*
- *Parent Council meetings*
- *SRG reviews*

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

(Submission Dates: 4th October, 6th December, 21st March and 13th June 2025.)

Equity Plan

This year, Pupil Equity Funding (PEF) will be used to focus on targeted interventions for raising attainment. Specifically, activity will focus on the following areas:

- Pupils requiring targeted literacy support in S1/2
- Pupils requiring targeted support for emotional, social or attendance support
- Pupils principally in the middle 60% of the attainment cohort who may benefit from additional mentoring and attainment interventions.

To address these areas for improvement, the PEF fund will be used in the following way:

- Additional specialist staff to allow the targeted interventions
- Additional staffing to all wider staff involvement in interventions
- Development and implementation of a pilot mentoring programme (Rising Stars)
- Appointment of specific staff to coordinate PEF activities and implement the mentoring programme with particular focuses on numeracy, wellbeing and employability links
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At mid-term review – please highlight any significant challenges to PEF plan and any significant underspends and discuss this with your EFM and/or a member of the SAC team.

October Update

(Consider planned intervention, impact and evidence)

Due to later job-sizing and appointment of the staff team than initially planned, there was no reportable update in October.

December Update

(Consider planned intervention, impact and evidence)

LITERACY INTERVENTIONS

- Targeted intervention staff for 3 days/per week additionality to continue to embed and deliver our intensive literacy intervention
- S1 – 6 targeted groups

Group	# pupils	Progress comment
Rapid +7	4	This group are working well and are becoming more independent in task completion.
Mod 31-33	8	This group are working well and are becoming more independent in task completion. Some pupils require behavioural support in order to complete written work as this can become a problem. Some pupils require support with written presentation of work
Mod 31	1	Pupil is now working well having taken a time to get used to routines
Mod 11-15	4	This group are working well and they are becoming more independent in task completion. 1 pupil has been reassessed as it is difficult to assess her work as she lacks consistency.
Mod 1-5	2	Pupils making slow progress and this is being managed to support their pace.
Mod intro	1	Some signs of progress here
Phonic/spelling	All above	All pupils are working on RWI Set 3 sounds. For some, this is revision but for other it is new leaning. In doing so, we hope to improve reading fluency and comprehension while encouraging pupils to become more accurate when reading aloud. They are encouraged to improve their recognition of syllables, rhymes, and alliteration and Improved spelling skills and finally increase confidence in written work.

- S2 – 4 Targeted Groups:

Group	# pupils	Progress comment
Novel	5	<p>This group are working well and most are independent in task completion. Pupils are exploring reading strategies in line with NLC approach. <i>The reading books feature a range of finely graded, high interest, low reading age books which have been specifically designed to support older, struggling readers. A Guided Reading approach is being used with these texts.</i></p> <p>Pupil progress: 1 pupil has returned to English in a phased approach; 1 pupil being supported to apply himself more to tasks; further pupils struggling to progress without targeted 1-1 support</p>
Rapid +	5	<p>Similar general progress as group 1.</p> <p>Pupil progress: 2 pupils are particularly working well; good parental engagement to support greater use of ICT</p> <p>Further pupil requiring more targeted support with behaviour to access intervention.</p>
Mod 26	1	<p>Pupil making progress as well as RWI he is also reading Choose A Path materials to provide further challenge</p>
Mod 11-15	2	<p>Limited progress is evidenced here.</p> <p>New materials from Literacy base have been gathered and will be piloted in the hope of providing different reading opportunities.</p>

TARGETED ATTAINMENT INTERVENTION – RISING STARS PROGRAMME

OUTCOMES

- Improved attendance, attainment and positive engagement of 85 identified young people shown by tracking data, engagement with the programme and increased confidence levels.
- Improved communication and engagement of parents

ACTIVITY

- 85 young people identified and are currently engaged in the programme
- All pupils provided with mentoring folders and study resources
- 7 weekly 1 hour mentoring sessions have taken place. 30 minutes with mentor and a 30-minute activity based on different themes.
- S5/6 Residential study overnight to take place on 13th December
- S4 Residential overnight to take place on 7th February
- Rising Stars Team set up. All information is easily accessible and pupils are kept up to date

WHAT'S GOING WELL

- S4 Tracking (September vs October) Increase in number of pupils on track to achieve whole school measures at N5 and N4 level
- S5 tracking showed only a small difference from September to October tracking periods with H/N5 cumulative total for 3+ going from 7 pupils on track to 8 pupils on track
- S6 tracking data (September vs October) Increase in number of pupils on track to achieve whole school measures at AH, H and N5
- Attendance Statistics for the 85 pupils from the end of last session compared to current attendance up until the end of November shows a slight average increase
- Session 23-24 attendance – 89.33%; Session 24-25 attendance so far – 90.47
- 67 pupils/parents attended launch session. Parents rated the session as a 4.67 out of 5 for helpfulness.

Whole school Measure	Sept	Oct
N5 A-C		
5+	17	23
3+	32	35
1+	40	41
N4 A-C cumulative		
5+	22	27
3+	35	39
1+	42	42

Whole school Measure	Sept	Oct
AH A-C		
3+	0	0
1+	3	4
Higher A-C cumulative		
5+	0	0
3+	3	5
1+	17	18
N5 A-C cumulative		
5+	0	1
3+	6	9
1+	19	20

End of Session Update (June 2025)

Appendix attached at end.

Section 3: Summary of Impact of Annual Improvement Plan Priorities

Cluster Priority (Long Term Outcome):

Improved wellbeing and learning outcomes for learners by developing our inclusive practice in line with national GIRFEC principles and practice as identified by better identification of needs and interventions. (Year Two)

(Please insert the relevant information below)

NIF Priority: 2 / 3

NIF Driver: 1 / 2 / 3 / 4 / 5 / 6

NLC Priority: 2 / 3

QI: 2.1 / 2.4 / 3.1 /

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE:

As part of our review of recovery initiatives and an evaluation of feedback from all Cluster HTs and Local Authority partners (Ed Psych / CIIL), it is evident that there is a significant need to improve the consistency of understanding and practice related to the identification of need in line with GIRFEC practice and principles. Work should be undertaken to improve staff knowledge, understanding and practice in a common approach to wellbeing assessment and planning (GirfME).

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

A consistency in use of paperwork, processes and procedures to support pupils within the GIRFEC National Practice Model.

GIRFME plans more cohesive/standard approach eg first person after moderation within the working party. National practice model is understood better and there is increased confidence with most staff in working party. This has been cascaded into some of the schools.

Working party has met every 6 weeks to discuss GIRFEC assessment and planning with representatives from each school cascading back to ensure widespread understanding of the National Practice model with some impact.

In a recent audit of CE children, only 7/22 were missing either an assessment or plan from the WB app at Taylor. By 21.5.25, this number was reduced to 1/22. Taylor High staff have a very good understanding of the need for assessment prior to planning.

For the primaries in the same audit, there are 18 CE children – 3 had assessments in place while 11 had plans with no assessment uploaded. Further work is needed to ensure understanding of the need for assessment prior to planning in line with the National Practice Model.

GIRFME plans were discussed/ moderated with representatives from each establishment using examples. Some establishments are creating good plans with SMART targets. Some schools are good at uploading these to the WB app. New paperwork has been discussed, and new format will be used as plans are reviewed in August. Next steps are that assessments will be done by Aug/Sept ready for the new paperwork by October reviews.

Schools are now nominating a representative each to join in Talking Mats training to be paid for by the cluster. This will significantly increase the use of pupil voice and will be evidenced in GIRFME plans and assessments. Training is to be delivered in August.

There are no CSPs (Cluster support plans) in the Taylor cluster at the moment. This has not changed this year.

Resilience Toolkit is being used at Taylor High and is used by all schools when making a referral to the Planning for Children's WB meetings monthly. A minority of schools have been trained in it. This has led to secure understanding of needs and therefore informs robust plans coming from these meetings as a result therefore leading to better relationships/ understanding and better outcomes as needs are met.

Moderation of GIRFMEs as above has led to better understanding of the tools as well as better understanding of needs.

SCERTS resources have been introduced and discussed with all schools and EP is using the paperwork to develop deeper understanding of autistic learners in every school and how to support them effectively. A few staff have been on the 3-day training and continue to link with others in NL who have also been trained. The whole cluster has NAIT training from EP and follow-up. Next steps will involve this development.

EP shared training on 19 May 2025 that goes through GIRFEC - history and how to use the tools - this can be shared early in the new term.

Transition work will continue. In line with the Transitions policy a better understanding of the obligations of host schools to initiate meetings with High school will result. Use of the transition paperwork for those with additional support needs is in place as per the policy.

Schools require further development of complete communication environment for inclusion of all learners, especially those with language and communication needs.

Improved attendance across the cluster by 2% by June 2025

Yearly attendance rate for the cluster this time last year was 89.7% which has since improved by 0.17% raising it to 89.87%. This gain has not reached the aim of 90.91% yet.

Monthly meetings with primary HTs have identified target children and their families for support. Attendance meetings have taken place to offer supports including FHANS and FESA who now works with 16 families across the cluster – 9 in the primaries and 7 at Taylor. While 4 of these children have increased attendance since starting with the FESA, 12 of them have had declining attendance.

At the high school, work was completed to drill into the data to see what the main reasons for persistent nonattendance were so as to inform future planning for improvement. A snapshot in April 25 was taken to see what the underlying reasons were for nonattendance. This targeted group consisted of the 42 pupils whose attendance at that point was lower than 70%. As the total roll is now at 1050, this accounts for only 4% of the young people in the school. Of this group by far the main reason for nonattendance was anxiety at 52.38%. After that came family circumstances at 40.47%. Anxiety interventions include LIAM -Let's introduce anxiety management which is something most cluster staff are now trained in for addressing this.

A Teams file for all HTs now contains research articles and resources for improving attendance including case studies from other schools. This remains a standing item on HT visits.

Reduce exclusion rate across the cluster

Exclusion data from the last 5 years shows Taylor High at a high rate of exclusion in comparison with other NLC schools. While the total of 117 is a reduction on the figure of 159 last year, Taylor High remains the 4th highest for exclusions out of the 23 clusters in the authority. Exclusions in primaries in the cluster however dropped dramatically from 31 in 22/23 to 3 in 23/24 and then to zero in the last two academic sessions.

The WB base at Our Lady and St Francis has not been used this year for exclusions. CSTs however have worked with a small number individual learners there from High school to avoid exclusion and as a result of EEIs. Engagement however has been poor.

CIRCLE has not been delivered although is in use in some of the schools in the cluster. CIRCLE has been used for individuals in some schools.

Wellbeing App – all schools will be making more effective use of the Wellbeing App

Although efforts have been made to increase the uses of the App, being supported by DHT of Taylor High School, we acknowledge there is a need to have a more consistent approach to the use of the Wellbeing App.

Resources for using the WB app have been shared with all HTs. Almost all CE children with plans now have them uploaded to the WB app. All schools have some plans on the app. Some schools have uploaded assessments and WB documents. None of the schools yet use the built in assessment and planning on the app.

All staff take part in awareness raising session on neurodiversity (Primary and High School sessions may be different)

All schools trained on session 1 and 2

By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.

All schools have now received their Promise Award. All staff have an increased knowledge of corporate parenting responsibilities. In an audit of planning for the 38 CE learners in the cluster, 20 are at Taylor. 17 of these had an assessment and a plan in place on the WB app. In the primaries, there were 18 CE children in total. 7 of these had planning on the app, 3 of the assessments showed clearly that planning was not required and 7 others had plans. There is still work to do to ensure that both assessments and plans are uploaded to the app for Care Experienced Children.

Next Steps: (What are we going to do now?)

- Representatives to ensure information is cascaded within all schools
- SCERTS and CIRCLE CLPL
- Increased use of App required by all schools David Mc to deliver training if possible
- Use of new GIRFMe plans paperwork
- Workshops – GIRFEC Nat Pract Model to be delivered early next session
- Talking Mats will be delivered early next session.
- WB assessments and plans if required will be uploaded to the WB app for CE children and young people.

The new format of GIRFMe to be used when GIRFMEs are being updated. WB assessments should be done regularly and either updated or done within the app.

Priority 1 (Long Term Outcome):		UJ/GM-ND
Learning and teaching experiences are consistently high-quality, varied and meet pupils' needs to improve attainment		
NIF Priority: <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in achievement, particularly in literacy and numeracy. 		NIF Driver: <ul style="list-style-type: none"> Teacher and practitioner professionalism Curriculum and assessment Performance information
NLC Priority: <ul style="list-style-type: none"> Improvement in attainment and achievement, particularly in literacy and numeracy Equity – closing the attainment gap between most and least disadvantaged 		QI: 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
RATIONALE: School self-evaluation and observations highlights a need for an increase in planned and differentiated active learning strategies to support pupil engagement, motivation and enjoyment particularly at the BGE stage to build on prior learning. With improved planning and engagement of young people, young people's knowledge and understanding of their current level and next steps to achieve targets has been identified as an area that requires improvement. In the majority of whole school attainment measures, we currently sit below our Virtual Comparator. There is a clear rationale for improving our gaps in literacy and numeracy at level 5+ which will build on Session 2023-24 PEF initiative. Whilst improvements have been made, evaluations indicate that more rigorous planning and tracking of young people's Learning and Teaching experiences will support improvements in attainment in all measures. Literacy and Numeracy data of our school leavers indicates a more cohesive approach is required to combine our DYW strategy with Literacy and Numeracy interventions to improve attainment for leavers in 2024/25.		
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?) From a baseline of 46%, by May 25 it was our priority that most learners would feel that learning is built on prior learning and is planned & adapted to meet their needs. Through pupil surveys, staff surveys, HMIE feedback and lesson observations; most learners (90%) report that learning is planned to build on prior knowledge and most pupils can articulate the skills they are developing. Most lessons observed demonstrate High or Extremely High levels of engagement, effort and enjoyment, particularly in the main body of the lesson. In lesson observations, most starters (84%) shared learning intentions and success criteria, the majority (68%) showed knowledge of GIRFme plans. Clear differentiation was observed in less than half of starters (47%) and in the majority of the main body of lessons (68%). Finally, almost all staff (86%) agree that learners are involved in target setting and leading their learning. This improvement suggests that planning and differentiation strategies are becoming more effective. It also shows that learners are increasingly aware of how their learning connects to prior knowledge and is tailored to them. Staff efforts to personalise learning and build on prior knowledge are having a measurable positive effect. Based on triangulated evidence, the priority has been successfully met. The significant increase from the baseline of 46% demonstrates strong improvement. Additionally, high levels of engagement, clarity around learning intentions, and increased staff confidence in planning and differentiation further support the conclusion that this priority has been effectively addressed.		

The following actions were taken to improve planning, differentiation and learner engagement across the school:

- Professional dialogue around the Moderation Cycle took place at both school and departmental level to ensure shared expectations. Some staff attended CLPL on the moderation cycle using assessment tools from their own subject. A baseline survey to gauge staff confidence in using the moderation cycle was undertaken in Feb 2025 and we now have produced a version to support improved consistency of use through our newly appointed Principal Teacher Learning Teaching and Assessment in session 2025-2026. Our work this year on the moderation cycle has led to clearer shared understanding and increased staff confidence in planning and assessment which we continue into next year.
- The new Lesson Planning Template was launched in Nov 2024 and was evaluated by the Learning, Teaching and Assessment Improvement Group in May 25 by consulting members of staff across the school for feedback. This has resulted in greater consistency and quality in lesson delivery across departments as can be seen from lesson observations. It has also enhanced teachers' ability to plan for varied learner needs and progression.
- A series of CLPL sessions, including a highly structured Co-operative Learning programme, was delivered to staff to enhance staff capacity in active and differentiated teaching. Staff now report increased confidence in using active learning and differentiation strategies.
- Revised S1-2 course planners were introduced to support more individualised lesson and assessment design. This has enabled more targeted and responsive teaching, improving learner engagement and outcomes.
- Learning visits focused on how well success criteria were revisited and used to inform forward planning, with feedback looped into ongoing improvement. This has strengthened the link between planning and pupil progress, ensuring more purposeful learning experiences.
- A school guide for differentiation has been developed and shared with staff. A member of the differentiation working group has visited each department to support staff engagement with the guide and to review expectations. While this work continues to be a focus for embedding increased differentiation in light of the school's growing profile of additional support needs, improvement activities this year have promoted a culture of reflective practice and continuous improvement for differentiation.

From a baseline of 43%, by Dec 25 most pupils will be confident in knowing their level of study and progress

Self-evaluation data shows a modest increase from the baseline of 43% to 50%. While this does not represent a significant improvement, it highlights the need to adapt the survey design to better capture pupil understanding. In order to gauge this better in the 2025-2026 session this will be triangulated through focus groups, learning walks and staff surveys.

From pupil voice, most pupils (79%) think they receive helpful feedback and understand what they have done well and what they need to improve. The majority of pupils (70%) state that they can talk confidently about the skills they are developing. This reflects the growing sense of ownership over learning and increased clarity around progress and next steps.

The majority of parents (72%) feel that they receive helpful, regular feedback about how their child is learning and developing and most (76%) understand how their child's progress is assessed. This indicates improved communication and transparency between school and home, supporting a more collaborative approach to learning.

From lesson observations, almost all lessons (95%) observed showcased assessment strategies in the main body of the lesson. This shows that formative assessment is well embedded in classroom practice, helping to guide instruction and support learner progress in real time.

Most staff (88%) are ensuring all pupils know their levels through focusing on having learner conversations consistently and recording them, as well as continuing to provide high quality feedback on tasks so that pupils are aware of their next steps. Members of the Learning, Teaching and Assessment working group attended a session through the Connecting the DOTS network on 'Fast and Focused Feedback' and this was shared to the wider staff through departmental meetings. This has led to a more consistent approach to feedback across departments and increased staff confidence in delivering formative assessment. This continued focus on learner conversations and formative assessment is contributing to increased confidence and clarity about pupil progress and next steps.

By March 25, almost all pupils will report experiencing a variety of learning experiences that are motivating and enjoyable

From pupil surveys, the majority of pupils enjoy their learning (70%) and feel motivated in their learning (57.2%). Most pupils (80%) state that they are happy with the quality of teaching in the school. This suggests a positive shift in learner engagement and satisfaction.

Most staff (88%) feel supported to engage in professional learning with almost all (91%) stating that the professional learning allows them to reflect on and improve their practice. Most staff (79%) believe that pupils enjoy their learning. This reflects a strong culture of professional growth and a shared commitment to improving learner experience.

Most lessons (83%) observed showed that learning was 'chunked' in order to promote engagement in the lesson. Most pupils could articulate during observations what skills they were developing. Most lessons observed demonstrated High or Extremely High levels of engagement, effort and enjoyment. This confirms that active and cooperative learning strategies are having a tangible impact on classroom dynamics and pupil motivation.

While this evidence reflects strong progress, it does not yet meet the threshold for 'almost all'. However, additional evidence from lesson observations, where most lessons demonstrated High or Extremely High levels of engagement, effort, and enjoyment, and staff feedback (with 79% believing pupils enjoy their learning) suggests that the quality and variety of learning experiences have significantly improved. Therefore, while the target of almost all has not yet been fully met, the school is clearly on a positive trajectory, with strong foundations in place to continue improving learner motivation and enjoyment.

To ensure all pupils felt motivated and enjoyed their learning consistently the following actions were taken:

- Cooperative Learning Consultant K Dammer has supported all staff through an awareness-raising CLPL session in August 24. Additionally, 21 members of staff have participated in coaching and mentoring in-situ to support the planning, delivery and evaluation of Active and Co-operative Learning strategies. Feedback to SLT has been outlined to inform practitioner enquiry as next steps. This has led to increased staff confidence and competence in using cooperative learning approaches, resulting in more interactive and engaging classroom experiences.
- A whole-school CLPL calendar with regular advertisements and reminders to all has been produced to support professional learning for improvement in Learning and Teaching. This has improved staff engagement with professional learning opportunities, leading to more consistent implementation of effective teaching strategies across departments.
- The Learning Teaching and Assessment Improvement Group has been convened and relaunched this session to further develop the 'Taylor Good Lesson' through the compilation of 'good practice' ideas where staff can book to see other colleagues; this group will also take forward the review of the Taylor Lesson Planning template. This is fostering a culture of collaboration and peer learning, encouraging the sharing of effective practice and continuous refinement of lesson planning.
- A Learning and Teaching Festival took place during the May 2025 INSET day where staff were able to share good practice on active and cooperative learning that they know has made an impact on the engagement in their classroom. This event celebrated and amplified successful strategies, inspiring wider adoption of engaging pedagogies and reinforcing commitment to high quality learning experiences.

By May 25, improvement in Literacy and Numeracy attainment at Level 5+ for all Leavers (with specific targeting of lowest 20%) by targeting a group of young people who have been identified as Leavers in 2025 to be aligned with our VC.

- Initial departmental attainment reviews have been completed with follow-up meetings underway across the curriculum. Significant improvement initiatives of earlier assessment in BGE Literacy and Numeracy, focused targeted interventions of senior phase young people identified as leavers have been initiated to promote earlier assessment and accreditation of learners in line with their abilities.
- The 16+ group have convened to review their approach to identifying and supporting leavers to more explicitly and rigorously consider and plan for improved qualifications, especially in literacy and numeracy
- Over the period 2018/19 to 2022/23, most young people leaving school achieved SCQF Level 5 or better in literacy, with performance broadly in line with the Virtual Comparator. At SCQF Level 6, a majority of leavers also achieved literacy qualifications, again generally in line with comparator schools. This indicates that our approaches to supporting literacy have been effective in sustaining consistent outcomes for the majority of learners.
- For numeracy, most young people requiring additional support achieved SCQF Level 4 or better between 2019/20 and 2022/23. However, fewer were able to progress to SCQF Level 5 or better, with only a minority of this group attaining at that level across most years. The exception was in 2019/20, when attainment at SCQF Level 5 was notably stronger, with a majority of learners reaching this benchmark. This points to both the potential within this group and the need for more consistent interventions to secure higher-level attainment in numeracy for learners requiring additional support.
- Further analysis will be carried out once the 2023/24 Insight data is updated in September 2025, to ensure we have a comprehensive understanding of the most recent trends and can target improvements accordingly.

School evaluation of Curriculum (QI.2.2)

It has been identified that a coherent review and evaluation of the Curriculum is required. While this was initially planned for session 24/25, the evaluation and improvement activities were postponed due to inspection activities which then meant that relevant conclusions could not be made within the timescales for staffing activities in January between the school and the Local Authority. This activity has been postponed to session 25/26 and should be completed by December 25.

Next Steps: (What are we going to do now?)

Continuation with planned activities plus incorporation of post-inspection recommendations

Improve centralised approach to recording attainment activities across all partners

Participative Pedagogy

- Embed pupil voice in planning and assessment through co created success criteria and reflective learning logs. By Dec 2025, 'few' staff using co creation of success criteria to 'majority'.
- Continue to embed Active Learning and Pupil-led learning across the school through use of skills and techniques of Assessment is For Learning (AiFL), and Co-operative Learning theory/practice.
- Journey to IDL: building on the success of Culture Day, departments to identify key activities to support interdisciplinary learning (IDL) themes across the school
- Promote enquiry based and project-based learning models to increase ownership. Work with NLC Pedagogy team launching the literacy pilot which will branch out into Social Subjects and Science; following this to create a secondary based IDL project including more departments to be used in the 26-27 session.
- Introduce pupil lesson observations into QA calendar with identified departments

Moderation and Assessment:

- Focus on BGE moderation across curriculum (audit moderation practices, establish working group, working with Connecting the DOTs for cross school BGE moderation, develop shared understanding of achievement of a level and pupils knowing their level through learner conversations)
- Extend sharing good practice model across the whole school – staff to conduct their own professional enquiry within the T&L group based on info above
- Audit and evaluate homework across THS based on 0% of lessons observed with homework being distributed during 2024-2025 lesson observations

Differentiation:

- Provide targeted CLPL on advanced differentiation strategies, especially for lesson starters and plenaries/
- Encourage departments to share examples of effective differentiation in practice.

CLPL:

- Encourage all staff to lead their own enquiry projects aligned with the SIP
- Use peer led CLPL and improvement groups to share good practice and maintain momentum

Literacy and Numeracy:

- Analyse Post-16 and SDS Data Hub data to pinpoint S4–S6 learners at risk of not achieving SCQF Level 5 Literacy and Numeracy in session 2025–26. Strengthen intervention strategies to increase the percentage of school leavers attaining SCQF Level 5.

Priority 2 (Long Term Outcome):		PM/JM
Develop the school's ethos and culture so that pupils feel well-known, well-supported, listened to and celebrated.		
NIF Priority: <ul style="list-style-type: none"> - 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 		NIF Driver: <ul style="list-style-type: none"> - School and ELC leadership - Teacher and practitioner professionalism - Curriculum and assessment
NLC Priority: <ul style="list-style-type: none"> - Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing - Vulnerable Groups – improved outcomes for vulnerable groups 		QI: <ul style="list-style-type: none"> - 1.3 Leadership of Change - 2.3 Curriculum - 3.1 Ensuring wellbeing, equality and inclusion
RATIONALE: <ul style="list-style-type: none"> • Attendance and 'The Promise' are national and local priorities for improvement • School self-evaluation report identifies safety, feeling important (belonging) and bullying as areas for improvement • Self-evaluation data indicates further work is required to close inequity gaps, especially for key groups of learners (SIMD 1-2; ASN; male; FSM) 		
<u>Summary of Progress and Impact:</u> <p>By May 25 achieve The Promise Education Scotland Award Following two staff training inserts and online training, 83 members of staff have now fulfilled their training requirements, and the "Keeping the Promise Award" has now been achieved. With award training being completed staff are now more confident and aware of their responsibilities towards supporting Care Experienced learners.</p> <p>By May 2025, attendance will be at least 90% from a baseline of 87% Daily routines and focus have been implemented to ensure attendance is a priority, particularly amongst Pupil Support Staff. Bi-weekly reviews of attendance between SLT and weekly discussions and targets are taking place within PTPS meetings to target young people. Targeted support has been offered to young people using our JOE's base to remove barriers to accessing school for whatever reason.</p> <p>8 young people with attendance below 20%: have attended this space and achieve additional qualifications including English, Maths, Travel and Tourism, Art, History, Modern Studies, Geography and RBV. Additional qualifications have been achieved in this space that would not have been obtained without it.</p> <p>Monthly reviews of part-time timetables and use of updated NLC attendance codes have been held with the Cluster Improvement and Integration Lead (CIIL) reviewing the correct coding of attendance. Some impact on attendance has been noted although the impact on average attendance has been limited with attendance average now at 87.59%. A review of attendance strategy has taken place which will mean a more centralised approach for attendance will take place and ensure even more rigor when planning for improved attendance.</p> <p>By May 2025 most of lessons visited will show evidence of planning for individual pupils according to need. CLPL provided by Karen Dammer (Co-operative Learning Consultant) has developed the use of co-operative learning in the classroom; all staff were involved in training to ensure meeting the learning needs at universal level and engage a greater number of pupils in the classroom. In addition to this using ASNAs to support the teaching of pupils needs and promoting the use of GIRFme plans in planning have improved planning for the needs of the class. Increased focus has been placed on the confidential information database to ensure staff are using this to plan lessons. Staff are informed when updates are made and support for young people is quality assured by ASNA staff who check in with teachers to ensure that they are aware of strategies outlined. An improvement group has also been established to focus on differentiation throughout the school. Staff from across the school participate to look at creating a differentiation policy outlining strategies to support young people. The group had undergone professional reading</p>		

and created a support booklet for staff to engage with as part of their CLPL. Additional Assessment Arrangements are firmly in place and has allowed for an increase in ICT usage particularly amongst young people in Senior Phase classes.

Impact

There has been a notable improvement in the quality and consistency of learning and teaching across the school, directly linked to enhanced planning for individual needs:

- Most (83%) lessons observed show clear staff awareness and application of GIRFME plans, evidencing strong relational approaches and inclusive planning (up from the previous baseline of 47%). Most (85%) of lessons demonstrated high-quality feedback that supported learners in understanding their progress and next steps, a marked increase from 75% in 2023.
- The majority (68%) of lessons included differentiated tasks, indicating greater responsiveness to learner need and progress (an increase from 54% in 2024). These improvements reflect a culture of high expectations, increased practitioner confidence, and a commitment to ensuring wellbeing and equity.

By December 24, most pupils will report feeling supported in school from an average baseline of 43% with particular focus on improving pupils' feelings of being safe (48%), being important (30%) and dealing well with bullying (30%)

Strategies to ensure safety have been prioritised by SLT to ensure the feeling of safety is felt by all members of the school community. A clear strategy has been developed to ensure short-term improvements and more long-term transformational change:

- Short-term strategies have focused on ensuring deterrence of unsafe behaviour through investments in CCTV, increased supervision and duty rotas and the introduction of Vape alarms. In addition, promoting pupil voice and pupil-leadership allowed the identification of busy corridors and toilet spaces as areas requiring redress. Both of these were successful overtaken through Pupil Council activities: a new Toilet Policy has been developed and implemented, including the improvement of the necessary computer equipment to control access to the toilets in the modular units and the improvement of privacy between cubicles; key areas of crowding have been identified and remediated by removing bulky display units and the removal of the 'Canteen Cart' to the Theatre.
- Long-term self-evaluations and transformational change strategies have also impacted on improvement. The school has successfully and proactively sought to be part of the NLC pilot on 'Contextualised Safeguarding'. This has included access to using the Durham University "Beyond Referrals" toolkit to self-evaluate school processes while also working with 'Respect me' to develop an Anti-Bullying policy where stakeholders have worked together to ensure a clear strategy is in place. As a result, interagency collaboration has increased for contextualise safeguarding, and the school was awarded the Respect Me Anti-bullying Award in June 25.

Recent feedback from the HMI October 2024 survey shows clear improvement in pupil and parent perceptions of support and wellbeing:

Pupil Voice:

- The majority (73.6%) of pupils reported feeling safe in school – a significant increase from the 48% baseline. Few 8.71% of pupils disagreed that they feel safe. The majority (68.01%) of pupils stated the school helps them feel safe, indicating the effectiveness of pastoral and safeguarding practices. 47.07% of pupils agreed that the school deals well with bullying (up from 30%) 20.2 did not feel they are in a position to comment – a positive shift, though this remains an area for continued development. 72.69% of pupils reported that they have someone in school who supports them, highlighting strengthened relationships and support systems.

Parent Voice:

- 80% of parents agreed that their child feels safe in school. 43.8% of parents said their child has never experienced bullying and 41% of parents felt the school deals well with bullying, reflecting that a few parents see bullying as a concern.

There is encouraging progress towards a culture of care, safety and inclusion. The increase in positive pupil responses, particularly in relation to feeling safe and supported, reflects the impact of enhanced pastoral systems and improved staff responsiveness.

By May 25, most pupils will report being valued members of our community who are well-known, listened to, and celebrated (from an average baseline of 46% of pupils)

- You said, we did boards shared throughout the school
- House points board now established with celebrating success group looking at scoring
- House calendars are now created with lead identified for each council
- Outcome from NET team to identify house Charisms in line with House Saints

New strategies are being developed and implemented to ensure that all young people feel valued. Clear timelines and roles for Pupil Councils have been set up and planned to ensure listening and working with young people to implement improvement is at the heart of all we do.

Working with staff and pupils across the school, a new system has been designed and developed for house points for introduction in August 2025. This will build on the piloting of Values in Action Awards that were introduced through a working group of pupils and staff in session 24/25; this pilot was successful in engaging all stakeholders to identify and celebrate pupils and staff who have lived out our school values. This directly responds to our desire to celebrate success more frequently and visibly across the school year which is a tangible expression of our school Mission Statement in practice. We have raised the profile of pupil support staff through increased time to support individuals and the position of House Leads. Departments are committed to ensuring that self-evaluation for improvement is in place and actions are reported on back to pupils; this is evident through the use of 'you said – we did' boards in every department.

Pupil Voice:

- 55.39% of pupils feel that the school helps them become confident individuals, showing positive movement from the 46% baseline. However, 22.24% of pupils stated they "don't know", suggesting that while improvements are evident, some learners remain unsure about their sense of identity and value in the school community.

Parent Voice

- 73.34% believe their child receives the help they need, demonstrating confidence in support systems and staff attentiveness.
- 65.29% feel the school provides useful advice on how to support learning at home, indicating progress in building partnerships with families.
- A strong 86.78% of parents say they are comfortable approaching the school with questions, suggestions, or concerns, reflecting an open and respectful communication culture.

The data reflects a growing culture of care, respect and inclusion, where pupils are increasingly recognised and supported as individuals. Staff efforts to build nurturing relationships and foster confidence are having a measurable impact. However, the number of pupils who feel uncertain about their confidence and sense of value suggests the need for more visible recognition, more inclusive decision-making, and consistent adult engagement across the school. These outcomes align closely with HGIOS4 expectations that children and young people are "well known as individuals and their achievements are recognised and celebrated."

By March 25, the majority of pupils will be able to report confidence in the school's approach to supporting a children's rights-based approach within the school from a baseline of 25%

- All newly developed policies now include a Children's Rights Impact Assessment statement.

Next Steps: (What are we going to do now?)

1. Continue to build staff capacity through targeted CLPL on differentiation and responsive pedagogy.
2. Further embed the use of GIRFME planning in day-to-day lesson design and learner conversations.
3. Use learning-visit data and pupil-voice to inform ongoing professional dialogue and self-evaluation.
4. Deepen focus on restorative approaches and anti-bullying strategies, ensuring consistency across all staff and stages.
5. Engagement with Pupil Council to explore and improve pupil understand of school values in action; understanding of what safety is and looks like should be considered in the same manner
6. Extend and increase pupil-voice in shaping wellbeing policies and interventions.
7. Strengthen communication with parents about support mechanisms and anti-bullying procedures.
8. Embed consistent monitoring and evaluation of wellbeing through surveys, focus groups, and safeguarding data.
9. Increase the number of young people identifying that they have someone in school who supports them. Explore targeted supports for those who feel uncertain or invisible in the school community, including pupils identifying as “don’t know.”
10. Enhance celebration of pupil success across academic, personal and wider achievement domains through the implementation of the House Points system.
11. Increase opportunities for pupil-voice and leadership, ensuring pupils feel heard and influential in shaping the school.

Section 4: Key strengths/successes linked to Quality Indicators

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

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

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: 1. Placing the human rights and needs of every child and young person at the centre of education; 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people		
NIF Driver: School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress and Performance Information.		
UNCRC: 3 / 12 / 13 / 29		
RECR (if appropriate) Developing as a community of faith and learning, Promoting Gospel Values		
Linked SIP/PEF Priority: AIP 1/2		
How well are you doing? What's working well for your learners?		
<p>Developing a shared vision, values, and aims The school has worked with all stakeholders to review and refresh its stated values, vision and aims. Most parents and staff (80.42%) believe the school lives out its core values well or very well; the majority of pupils (67.4%) of pupils would say the same. Our values, vision and aims are now clearly stated and visible around the school; this work clearly underpins our aspirations for pupil voice, participation and leadership. Youth Ministers from the NET Team successfully supported all pupils to engage with opportunities to develop their understanding of the faith basis for our values, vision and aims, and our emerging approach to house identity and leadership. An improvement group has been identified to focus on approaches to celebrating success across the school and to promote pupils' belonging and build on the school's ethos of CARE through the celebration of pupils' talents and achievements.</p> <p>Strategic planning for continuous improvement The school's work on values, vision and aims has been distilled into a clearly and visibly stated 5-year plan for the school's improvement journey in line with the Charter for Catholic Schools. Almost all staff are well-aware of our core values, our demographic and our improvement aspirations and how this should translate into our operation and strategic work. This work is now clearly underpinning the improvement planning of the school with a more targeted and evidence-based approach to the planning of improvement.</p> <p>The school's self-evaluation model continues to be refined to support collegiate approaches to continuous improvement; almost all departments are engaging full teams in the planning and implementation of self-evaluation activities to identify and develop good practice and ensure evidence-based evaluations of the school's performance. The school's data dashboards are fully developed and available for use and a review of content and process is planned to ensure sustainability and streamline of workflow for all staff.</p> <p>The majority of learners enjoy learning at Taylor with most pupils feeling encouraged by staff to do the best they can; similarly, most pupils are happy with the quality of teaching at the school. Most parents feel the school is well led and managed; most parents report that their child likes being at school and school helps to be confident, develop and make progress.</p> <p>Implementing improvement and change All staff have the opportunity to contribute to school improvement initiative through improvement groups. Most staff report being involved in setting the school's priorities and being involved in activities to take forward improvement and evaluation activities. While there are strengths in the emerging approach to pupil involvement in implementing improvement and change, further work is required to support a more rigorous approach to this at school and departmental levels.</p>		

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

Developing a shared vision, values, and aims

- Stakeholder surveys
- VVC group activities
- Renewed branding across the school – core vision, values and mission clearly visible
- Development and publication of the school's 5-year plan and the 'Our Story' posters
- Improved pupil involvement and leadership
- All inservice activities and improvement plans clearly link to stated mission intent

Strategic planning for continuous improvement

- QI 1.1 summary analysis and further development of the school's collegiate approach to continuous improvement (latest version from Aug 24)
- Dept self-evaluation reports and follow-up reviews
- Improvement group minutes and actions
- Data dashboards and their use

Implementing improvement and change

- Increased ELT meetings
- Improvement group outcomes supporting leadership of change 'at all levels'
- Stakeholder surveys

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

- Celebrating Success Improvement Group to clearly implement a range of approaches to capture and celebrate pupils' achievements linked into our new House Championship approach.
- House Captains to lead on a clear statement of House identity and charism based on their chosen House Saints; this should include the design and implementation of House Identity boards which capture the charism and ethic of each House.
- House leaders and reps to complete their work to evaluate the school's performance using the themes of HGIOURs and faith; increased ownership of House Identity and House Councils within Pupil Support must be considered to improve the structure and processes for pupil-voice and pupil-leadership as an intrinsic part of the school's improvement journey.
- Pupil leadership to consider next areas for improvement and policy development to build on the effective work in session 24/25 on Safety (Toilets and Anti-bullying).
- Continue to strengthen and improve management time and approach between SLT and link-departments.
- Data dashboards to be reviewed and updated in light of this review.
- CLPL to support staff interrogation and use of data to be planned and implemented.
- Continue development of improvement groups and practitioner enquiry towards a learning festival to identify and celebrate practice from within the team.

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: 1 / 3 / 4			
NIF Driver: 1 / 2 / 3 / 4 / 5 / 6			
UNCRC: 3 / 13 / 14 // DIF2			
RECR (if appropriate):			
Linked SIP/PEF Priority (if applicable): PRIORITY 1			
How well are you doing? What's working well for your learners?			
<p>Learning and engagement</p> <p>Learner engagement has improved significantly across the school. Inspection feedback and pupil surveys show that most pupils feel appropriately challenged and report receiving feedback that helps them improve. Learners are more confident in their ability to meet expectations and are better equipped to take ownership of their progress.</p> <p>70% of pupils now report enjoying their learning, a notable increase from the baseline of 34%. Lesson observations consistently show high levels of engagement, effort, and enjoyment, particularly in lessons using cooperative and active learning strategies. This has contributed to improved classroom behaviour, increased motivation, and deeper learning.</p> <p>Pupils are increasingly able to articulate the skills they are developing, indicating that learning intentions and success criteria are being used more effectively. This clarity is helping pupils understand the purpose of their learning and how to improve, leading to greater learner autonomy.</p> <p>Quality of Teaching</p> <p>Teaching quality has been positively impacted by targeted CLPL. The Cooperative Learning INSET in August 2024, delivered by an external consultant, refreshed existing practice and introduced new strategies to all staff. Staff are now using a wider range of pedagogical approaches, resulting in more inclusive and engaging learning experiences.</p> <p>Twenty-one staff members have participated in coaching and mentoring to embed active learning strategies. These staff are now leading practice within departments and across the school where active learning and differentiation are widely embedded (Lesson Observations) to ensure engagement and support for diverse learning needs.</p> <p>The ongoing enhancement of the school's digital estate continues to be a priority across the school to enable more planned and varied learning experiences. Less than half of lessons include the use of digital technology (Lesson Observations) at present. Where there is evidence of use, learners are benefiting from more personalised and accessible content, supporting differentiation and engagement.</p>			

Effective use of assessment

Greater analysis and use of assessment data is becoming more embedded and purposeful across all departments. Learner conversations are now a consistent feature in the senior phase, with emerging practice in BGE. Pupils are increasingly aware of their level of study, their progress and their next steps in learning, which is improving confidence and clarity in learning.

79% of pupils report receiving helpful feedback, and seventy percent can confidently discuss their progress and skills. Feedback is becoming more meaningful and actionable, helping learners to reflect and improve.

A baseline staff survey on moderation practices identified the need to strengthen links between feedback, success criteria, and benchmarks. This insight is guiding next steps to ensure assessment is consistent, rigorous, and aligned with national standards.

Planning, tracking and monitoring

A new planning template, piloted during inspection, has now been reviewed by the Learning and Teaching Improvement Group. Staff are beginning to adopt a more structured and consistent approach to lesson planning in light of increased assessment data and wellbeing/ASN information, which is improving clarity and coherence in learning experiences. Most learners report active involvement in setting their own learning targets which is fostering and increased sense of pupils' ownership and responsibility for their own learning.

The Differentiation Support Booklet distributed to all departments is encouraging staff to embed differentiation into planning, particularly within BGE. Learners are experiencing more tailored support, especially at the start of lessons, which is helping them understand their progress and feel more successful.

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

- Lesson Observations and feedback from Cooperative Learning Consultant
- Departmental Feedback
- Digital Booking Forms
- Departmental Trackers
- Learner feedback from observations
- Summary of Inspection Findings
- HMI scoping paper (summary of all other sources)
- BGE Moderation Baseline Survey

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

- Undertake focused self-evaluation activity of lessons across Senior and BGE phases, and stakeholder surveys to gather further evidence on engagement, teaching approaches, and use of updated planning approaches.
This will provide robust, triangulated data to inform targeted interventions and track progress against improvement priorities.
- Continue collaboration with three local secondary schools (Joining the DOTS) through the Learning and Teaching Improvement Group to share and explore effective strategies.
This will broaden staff exposure to innovative practice and support the development of consistent, high-impact pedagogies across the school.
- Plan and deliver opportunities for sharing good practice, including peer observations and a whole-school Learning Festival.
Staff will engage in professional dialogue and reflective practice, leading to increased consistency and quality in learning and teaching.

- Evaluate BGE planners and curriculum through QA activities to monitor the variety and effectiveness of planned learning strategies.
This will ensure that all learners experience motivating and differentiated learning, particularly in the BGE phase. This will be measured through an increase pupil-reported enjoyment of learning in BGE from 70% to 85% by March 2026.
- Continue input from Co-operative Learning consultants, with targeted support in three departments before scaling to whole-school delivery.
Staff confidence and competence in active pedagogy will increase, leading to higher levels of pupil engagement and collaboration.
This will be measured by an increase in staff-reported confidence in cooperative learning strategies to 90% by June 2026.
- From the baseline survey of the moderation cycle which took place in Feb 2025 the following practices should be a focus for development:
 - Co creation of success criteria
 - Differentiated LI and SC
 - E&O verbs used in HOTs
 - Gathering evidence periodically and through projects
 - Evaluation taking place more regularly between pupil to pupil, teacher to SMT, SMT to staff
 - More cluster, authority and national moderation
 - Share good practice from 'fast and focused feedback' connecting the DOTs session

These actions will strengthen consistency and rigour in assessment, improve learner understanding of progress, and support staff in making confident professional judgements.
This will be measured by an increase staff engagement in co-creation of success criteria from 21% to 60% by May 2026; increase pupil confidence in knowing their level from 70% to 85%.
- Increase opportunities for pupils to lead learning across departments, including pupil-led lesson observations, project-based learning, and peer teaching.
This will enhance learner agency, confidence, and engagement, while supporting staff in designing more responsive learning experiences.
This will be measured by almost all of departments to implement pupil-led learning activities by March 2026.

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

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: 1 / 2 / 3		
NIF Driver: 1 / 2 / 3 / 4 / 6		
UNCRC: 2 / 3 / 5 / 6 / 12 / 18 / 19 / 28 / 29 / 33~36 / 39		
RERC (if appropriate):		
Linked SIP/PEF Priority (if applicable): PRIORITY 2		
How well are you doing? What's working well for your learners?		
<p>Wellbeing</p> <p>Almost all staff and the majority pupils in the school believe that we have a commitment to our vision and values of Faith and Learning through Compassion Ambition Respect and Encouragement; this is at the heart of all that we do and as a result has had a positive impact on the outcomes for children and young people. Our Values and commitments are promoted throughout the school and promoted in classrooms, departments, school websites, weekly bulletins and are a focus in our Awards Ceremonies.</p> <p>Relationships across the school are improving with the majority of young people (68.01%) of young people agreeing that the school helps them feel safe, indicating the effectiveness of pastoral and safeguarding practices. Moreover, the majority of young people feel that they have someone to speak to when they need support however the more is required in this area in order to ensure all young people have someone to speak with. Strong relationships are also being promoted between young people in the classroom and in the wider community. Co-operative learning combined with the Respect Me Anti Bullying strategy has positively impacted relationships: 41% of parents surveyed feel that the school deals well with bullying while another 43% have never experienced bullying meaning a minority feel that bullying is not deal with well. Pupil's views do not yet reflect this: less than half feel that the school do a good job in dealing with bullying although 20% are unsure therefore greater focus on this will be put in place to ensure young people feel supported.</p> <p>Universal supports</p> <p>Children and young people continue to be at the centre of planning. GIRFEC pathways are followed with particular focus on those who are most vulnerable. Feedback from partnerships with the Cluster Improvement and Integration Lead and the Virtual school reflect our commitment to assessment and intervention to improve outcomes for learners. There has been a notable improvement in the quality and consistency of learning and teaching across the school, directly linked to enhanced planning for individual needs. Most (83%) lessons observed show clear staff awareness and application of GIRFME plans, evidencing strong relational approaches and inclusive planning (up from the previous baseline of 47%). Most (85%) of lessons demonstrated high-quality feedback that supported learners in understanding their progress and next steps, a marked increase from 75% in 2023. The majority (68%) of lessons included differentiated tasks, indicating greater responsiveness to learner need and progress (an increase from 54% in 2024). These improvements reflect a culture of high expectations, increased practitioner confidence, and a commitment to ensuring wellbeing and equity.</p> <p>Targeted support</p> <p>Targeted support for young people is now more robust and focussed on the needs of young people. Interventions for equity look to provide support particularly towards young people young people's literacy and health and wellbeing. Nineteen pupils with reading ages below 9 years and 6 months received intensive support including Read Write Inc and Toe by Toe which seen average gains for accuracy and comprehension of 25 months. A number of other groups have been timetabled in order to support young people with particularly identified needs such as Anxiety and ASD traits. The 'Talk for Teenagers' programme has been enhanced and</p>		

embedded into school systems through the training of our newly appointed Support for Learning teacher to be able to lead on this intervention independently, with the Educational Psychologist taking more of an advisory role. Fourteen boys and twelve girls regularly attended this intervention across four groups; sample assessments of young people have shown a significant positive impact on improving the confidence and self-esteem of the young people. Furthermore, two members of the pupil support team have been LIAM trained which will allow for increase supports with anxiety management in the future.

The introduction of an inclusion space (JOE's – Just Offering Encouragement) to support young people has shown success in targeting support for young people which has improved outcomes and engagement. A total of fifty young people engaged in the space over the year for various reasons. Thirty-six were referred to the base to support their attendance either to re-engage with education or to remove barriers to their engagement; 28 of these have plans which are showing improvement with 16 of the young people now back in class and engaging fully with their education.

The inclusion team are proactive in supporting young people with barriers to their learning. Staff respond well to the needs of young people and especially those who are Care Experienced. Almost all staff have completed training on The Promise and the Promise Award has been awarded to the school by North Lanarkshire council and the Virtual School. Staff in all faculties have information provided to them to support young people and identify those with financial barriers to learning. We have high quality interventions from our counselling service "Teen Talk" who have worked with young people this year. Increased funding from NLC will allow for an additional day to be provided. The key focus of this will be on supporting transitions in P7. All Care Experienced young people have undergone Wellbeing assessments which are now live on the Health and Wellbeing App. Those identified also benefit from GIRFme planning.

Fulfilment of statutory duties

We comply with statutory duties, and this is outlined in the school's Inclusion Policy which includes the role of Pupil Support and the processes for Child Protection. Signs are posted throughout the school to identify the Child Protection Officer and the updated policy will be uploaded to the school website and made available to stakeholders. Staff training takes place yearly and new staff to the school joining throughout the year are instructed to complete North Lanarkshire Child Protection training on NL Learn. The Pupil Support team are more confident in using the Wellbeing App on SEEMIS to ensure planning and records are kept for core groups of pupils. The school has health folders to ensure Health Plans are kept updated and are reviewed yearly. The school log Inclusion and Bullying incidents and are focusing on ensuring that all incidents are completed on the system.

The Child Protection policy is part of the whole school Inclusion Policy. All staff have received training on Child Protection and are aware of procedures. The Child Protection officer is visible throughout the school with a photograph available for all to see. MVP sessions are built into the curriculum and lead by S6 pupils alongside staff.

Inclusion and equality

Most staff feel that pupils are engaged in their learning; the majority of pupils also feel motivated in their learning and feel important in the school. More work is required to ensure that all young people feel supported to do their best. A majority do feel that they are treated with respect; the school is focusing on ensuring strong relationships with pupils and celebrating young people's success. The school should now continue to develop further strategies to promote interventions for wellbeing and support young people to reflect on their wellbeing and seek support to improve on it.

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

- Relationships within the school are positive and most pupils and parents surveyed agree that the school is a safe place.
- The school has 2 databases which are used to track GIRFEC Pathways for PTPS to have an overview of their house and needs
- A Confidential Information Database to share Planning for young people
- We have a Self-Evaluation calendar which is ongoing throughout the year.
- Each year we collect data on interventions and the impact they have had on young people.
- Views are gathered from Pupils, parents, carers, staff and partners and analysed to help planning for improvement and reporting.
- Register of Support for learning interventions:
 - Nineteen S1 pupils were targeted who had reading ages below 9 years 6 months. Pupils receive intensive supports including RWI and Toe by Toe. Average gains for accuracy were 23 months, rates 25 months and comprehension 25 months.
 - Accuracy +8 months; Comprehension +33 months; spelling +11.2 months (4 pupils identified for literacy profiling)
 - Spelling 5 months
 - S2 average gains (11 pupils) Accuracy +8 months; Comprehension +33 months; spelling +11.2 months (4 pupils identified for literacy profiling) Spelling +11.2 months
- Parental engagement: the school regularly engages with parents on a weekly basis in order to updated them on school news through our newsletter. Planned evenings are scheduled throughout the year to engage parents and support young people. Parents attend open evenings regarding options events for BGE and senior phase, UCAS presentations support Senior phase pupils applying for University. Furthermore, transition events engage large numbers of parents to show them around the school and also to showcase work of pupils who have arrived in the school in S1.
- Teentalk counselling has managed to support 36 young people this year and reduced the waiting list to 2 pupils. With additional funding greater focus will be placed on primary pupils

Evidence has been gathered from:

- Pupil Surveys
- Parental surveys and focus groups
- HMIE feedback
- SfL assessment
- GIRFEC database

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

- Continue to participate in NLC Contextualised Safeguarding Pilot to build on shared understanding of risks for young people and consistency of thresh holds for each agency to support young people.
- By May 2026 achieve Rights Respecting School Gold award.
- Mental Health training for key members of staff.
- By May 2026 have 10 more staff trained on Solihull and/or restorative practice training to staff
- Increase the number of young people achieving wider achievement (saltire) awards from 4 to 50
- Further embed the use of GIRFME planning in day-to-day lesson design and learner conversations.
- Use learning visit data and pupil voice to inform ongoing professional dialogue and self-evaluation.
- Deepen focus on restorative approaches and anti-bullying strategies, ensuring consistency across all staff and stages.
- Engagement with Pupil Council to explore and improve pupil understand of school values in action; understanding of what safety is and looks like should be considered in the same manner
- Amplify pupil voice and leadership to further shape and develop wellbeing policies and interventions.
- Strengthen communication with parents about support mechanisms and anti-bullying procedures.

- Embed consistent monitoring and evaluation of wellbeing through surveys, focus groups, and safeguarding data.
- Increase the number of young people identifying that they have someone in school who supports them. Explore targeted supports for those who feel uncertain or invisible in the school community, including pupils identifying as “don’t know.”
- Enhance celebration of pupil success across academic, personal and wider achievement domains.
- Increase opportunities for pupil voice and leadership, ensuring pupils feel heard and influential in shaping the school.

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: 3 / 5			
NIF Driver: 2 / 4 / 6			
UNCRC: 29 / 3 // DIF 2			
RECR (if appropriate):			
Linked SIP/PEF Priority (if applicable): PRIORITY 1			
How well are you doing? What's working well for your learners?			
<p>Attainment in Literacy and Numeracy</p> <ul style="list-style-type: none"> By the end of S3 almost all learners are achieving third level or better in literacy and numeracy and the majority of young people achieving level 4. A range of planned interventions in both departments and the support for learning department have had a real impact on learners where most leavers leave with SCQF level 5 in literacy which is in line with our Virtual comparators. Comparator data in literacy and numeracy has shown improvement from being significantly below the VC in previous years to being in line with the VC in recent years. Analysis of Numeracy Levels in May 2025, attainment remains strong across the senior phase. In S4, the majority of pupils (73%) have achieved SCQF Level 5 and 71% will have achieved in Literacy. By S5, this increases to 83%, with 23 pupils also attaining SCQF Level 6. By S6, almost all pupils (95%) have secured at least SCQF Level 5 in Numeracy. S4 Numeracy: 73% of pupils will have achieved SCQF Level 5. S5 Numeracy: 83% of pupils will have achieved SCQF Level 5 or above; 23 pupils achieved SCQF Level 6. S6 Numeracy: 95% of pupils will have achieved SCQF Level 5 or above. <p>Attainment over time</p> <p>The school's approach to planning and implementing initiatives to raise attainment are well-led and are beginning to have positive impact on learners. Departmental attainment reviews have increased the interrogation of school and departmental data to allow a clearer focus on the need for rigorous assessment and intervention to improve passes and quality of passes across the curriculum. As such, the school is showing improvement in comparison against VC measures. At S4, a minority of young people achieved six or more awards at SCQF Level 5C or better, which represented a strong improvement and was significantly higher than the Virtual Comparator in 2022/23. By S5 and S6, performance at SCQF Level 6C or better was generally in line with the Virtual Comparator, with a majority of young people achieving four or more awards across these stages. A minority of learners also achieved three or more awards at this level, reflecting steady performance across the cohort.</p> <p>By S6, a few young people achieved one or more award at SCQF Level 7C or better. This is a notable improvement, as outcomes at Advanced Higher have moved from being significantly below the Virtual Comparator in 2021/22 and 2022/23 to being broadly in line in 2023/24. This suggests that targeted strategies are beginning to have a positive impact in raising attainment at the highest levels. Further analysis of the 2025 results, particularly in relation to Virtual Comparator performance, will be undertaken following the Insight update in September.</p> <p>The pilot Rising Stars mentoring programme has had a significant and positive impact on the pupils who participated in the initiative. Pupils who engaged in the programme demonstrated notable improvements in</p>			

confidence, preparedness for examinations, study skills, and overall engagement with learning. Mentors highlighted the growth in young people's self-belief and motivation, alongside the development of stronger, more supportive relationships between staff and mentees. Analysis of attendance and attainment data indicates that learners from targeted groups have made measurable progress. The programme's holistic approach, which included residential study weekends, Saturday school provision, and ongoing mentoring sessions, has provided both targeted academic input and positive wellbeing support. This integrated model has ensured that young people are better equipped to succeed in their studies while also feeling supported in their wider school experience.

From SQA performance in 2025, attainment in key Whole School Measures (WSM) across the senior phase at continues to improve; increased robustness in tracking and interventions are supporting improved teacher judgements and feedback.

Key evidence and data:

- In S4, *most* learners (81.4%) achieved at least one National 5 award, which is slightly down on attainment levels from last session (-1.5%). A *majority* (48.7%) achieved 5 or more National 5s, representing a 1.4 percentage point increase from the 2024 SQA results. Effective use of tracking points and timely interventions are supporting continued progress.
- In S5, *most* learners (60.04%) achieved one or more Highers at A–C which is a decrease of 1.6 percentage points from session 2024, with 39.6% achieving three or more Highers at A–C. This is an improvement from 2024 outcomes of a rise of 4.1%. This reflects increasing confidence in the robustness of tracking systems and the accuracy of teacher professional judgment.
- In S6, *most* learners (69%) achieved one or more Highers at A–C with an increase of 8.6%, and a *majority* (48.2%) achieved three or more — both up on the previous year. There was a slight drop (0.5%) in 5 or more Highers at S6 achieving 32.0%. This reflects the impact of targeted support and the strength of attainment monitoring systems in the final year of the senior phase.
- Analysis of Numeracy Levels in April 2025 attainment remains strong across the senior phase. In S4, the majority of pupils (73%) have achieved SCQF Level 5. By S5, this increases to 83%, with 23 pupils also attaining SCQF Level 6. By S6, almost all pupils (95%) have secured at least SCQF Level 5 in Numeracy.
- Improved literacy can be seen with the various reading and writing interventions in place. The school is continuing to review and develop a curriculum with a focus on creating a clear curriculum rationale which will offer greater breath in SCQF qualifications within each subject. Attainment of leavers is generally in line with the Virtual Comparator. Almost all young people in 2024 achieved 1+, with most achieving 3+ and 5+ at Level 4. (Insight Data is still to be published)
- In addition to their timetabled 7 qualifications in S4 (2025), the continued development of National 4 RMPS has allowed an additional 138 pupils to gain an additional qualification (an increase to 69% from 22.4%). This is a significant improvement from previous years where the baseline for this additional qualification from 2024 was 22.4%.
- In 2024, the average complementary tariff points has increased from our 2020 data for S4 Learners for the lowest 20% and Middle 60%, there has been a dip in our average complementary tariff points from 2023 for all S4 Learners. This will be analysed for session 2024-25 with the publication insight data.
- The average complementary tariff points for the Middle 60% of our S4 Learners has been consistently above our Virtual Comparator for the last 3 years in 2024 (to be confirmed for 2025 with insight data).
- S5 learners continue to perform well in all measures against the school's Virtual Comparator since 2020 with improvements being noted in learners achieving 1+ @ Level 6.
- S5 learners have experienced a drop in attainment for 1+, 3 + & 5+ SCQF Level 5 (6.9% 6.1% and 5.3% respectively). While this was above our Virtual Comparator in 2024, further analysis will be required once Insight Data is published in September 2025.

Overall quality of learners

- Our approaches to developing the curriculum to include National Progression Awards, Skills for Work Courses and additional National Qualifications is supporting learners' attainment and pathway opportunities. For Session 2025-2026, following a review and increased pathways within the curriculum, more young people have increased opportunities to access NPA's and Leadership qualifications in the Senior Phase through our widening curriculum (7 additional subjects in S5/6 for 2025-26).
- The Future Friday initiative continues to provide young people with valuable opportunities across expressive arts and sporting activities. Participation in competitive events and performances has raised the profile of the school and, more importantly, had a positive impact on participation levels. Through these experiences, young people are developing confidence, communication and teamwork skills which complement their classroom learning. Staff make effective use of partnerships with local groups and organisations, ensuring that learners are well supported. Achievements are regularly recognised and celebrated through our monthly values awards, helping young people to feel respected and valued. Engagement in faith-based and community programmes further strengthens their sense of connection to the school and local community. Further improvements are required in tracking young people's achievements and building in accreditation for young people through SQA awards in Leadership, First Aid etc to increase SCQF point.
- In the Senior Phase, leadership development is an area of strength. Majority of S6 learners take on ambassadorial or formal leadership roles such as peer tutoring, school captains, STEM ambassadors and sports coaching. Young people value these responsibilities and feel empowered to make a positive difference in the life of the school. There is also emerging work to enhance pupil participation and leadership through a stronger focus on pupil voice and involvement in school improvement. Some learners are beginning to work towards leadership qualifications, and there is scope to expand recognition of achievement so that more young people benefit from accreditation. In the BGE, opportunities for leadership exist through pupil council and junior house roles, and these can be further developed.
- Staff are beginning to track young people's participation in wider achievement, though this is at an early stage. Developing a more consistent overview across the school will allow achievements to be recognised more fully and ensure that all learners have the opportunity to participate. Supporting young people to reflect on and articulate the skills they are developing through these activities will also be an important next step in embedding the value of wider achievement within the curriculum.
- Young people are proud to represent the school in various ways and data is effectively used to target skills-based approaches for example the Young Stem Leader programme. There is a commitment to young people and staff to provide faith-based activities such as Caritas, Hospice ambassadors which has created a strong sense of connectedness.
- Our approaches to post school transitions are supporting almost all learners to consistently secure appropriate and sustained positive destinations when they leave school. Most young people now choose to remain in school beyond S4, with many continuing their studies through to the end of S6. Staff work closely with a wide range of partners, including Skills Development Scotland, local employers, colleges and universities, to ensure that learners are well supported as they plan their next steps beyond school.
- Data over time shows that almost all young people have moved into a positive destination on leaving school. However, the most recent figures highlight a dip when compared with the Virtual Comparator. This underlines the need to strengthen targeted support for specific groups of learners and to continue developing high-quality interventions that secure sustained positive destinations for all.
- Our approaches to widening the school curriculum have increased opportunities for young people in S5/6 access to a further 7 additional National Progression Awards with introducing Sports leadership, Barista L5, Criminology L5, Health Sector L5, Electronics L5, RBV awards at Level 4-6 and Games Design L5 supporting 67 pupils into L5 qualifications and most S4-S6 young people gaining a L4-6 RBV qualification.
- The proportion of school leavers entering an initial positive destination increased from 91.9% in 2023 to 96% in 2024, representing an improvement of 4.1 percentage points. This demonstrates clear progress in supporting young people into sustained pathways beyond school and reflects the effectiveness of the partnerships and targeted interventions in place.

Equity for all learners

- Our approaches to inclusion, support for learning and pupil equity are removing barriers for young people who are impacted by poverty related attainment or equity barriers supports them making progress in their attainment. There has been significant progress in reducing poverty-related attainment gaps across key stages. At S4, the equity gap at National 5 has narrowed from 11.1% to 6.6% in 2025, reflecting the impact of targeted interventions and more inclusive approaches to curriculum access. Similarly, at S6, the gap between SIMD Q1 and Q5 has reduced markedly from 21.4% in 2024 to 15.1%, demonstrating sustained improvement in equitable outcomes for all young people.
- Notably, in 2024, young people in SIMD Q1 outperformed those in SIMD Q5 at Advanced Higher by 5.1%, representing a 31.7% improvement. This is evidence of the success of mentoring and targeted intervention strategies designed to raise expectations and provide equity of access at the highest levels of study.
- There remain areas requiring focused improvement. In 2025, the equity gap at Higher level in S5 increased by 10.4%. This highlights the need for continued development of targeted approaches to support attainment at this critical stage, ensuring that progress made in earlier years is built upon and sustained into the Senior Phase.
- There is a sustainable plan for mentoring young people to ensure their learning is prioritised and barriers are overcome.
- From our new refreshed mentoring programme “Rising Stars”
 - 100% of pupils stated they feel less stressed about exams and have gained study skills from their mentors.
 - 38% improved organisational skills, and 60% valued study resources provided.
 - Qualitative feedback from mentors highlighted improved confidence and peer relationships.
 - Parents reported high levels of satisfaction and value from engagement events, workshops, and mentoring updates.

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

- Insight Data (Feb 2025 Update)
- NLC SEEMIS BI SQA Results Dashboard
- CfE Machine
- Internal Attainment Dashboards
- Leavers Destination Data
- Departmental Attainment Reviews
- Literacy and Numeracy Data (ACEL)
- PEF Reports
- Pupil Survey's from Mentoring Programme
- Option Choice Form and Pupil Choice Satisfaction Data
- Wider Achievement Opportunities Audit

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

- Increased focus is required for Numeracy. While numeracy is improving, presentations and interventions to support young people should be supported by data to reduce the number of no-awards. As part of our raising attainment strategy, teachers are now providing more opportunities for young people to achieve Level 5 numeracy and National 5 Application of Maths.
- A curriculum review continues to be undertaken to evaluate and improve the school's traditional curricular structure. Pupils' needs, aspirations and pathways must be the centre of this review which should seek to increase the number of SCQF courses and improve progression for all learners through long L6 and L7 courses in S5 and S6 to improve SCQF points.
- Redesign attainment databases to support increased use by **all staff** to improve profiling, tracking and rigorous interventions for **all** young people

- Focus on improving conversion from 3+ to 5+ National 5 awards to 2023 levels of 54% by identifying and supporting borderline learners (middle 60%) earlier in the year.
- All departments to increase the accuracy of early tracking points by maximising aspirational target setting and new enhanced tracking data.
- Utilise Post-16 and SDS Data Hub information to identify S4–S6 pupils at risk of leaving school without achieving Level 5 Literacy and Numeracy in session 2025–26, and enhance targeted interventions to raise the proportion of leavers attaining Level 5 Literacy and Numeracy to 78% of S4 Leavers, 88% of S5 Leavers and 100% of S6 Leavers.

Section 5: NIF Quality Indicators: Summary (Submission June 2025)

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	Very Good	
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	Good

Key priorities for improvement planning next session

LEARNING, TEACHING & ASSESSMENT

Participative pedagogy:

By March 2026

- Almost all pupils will report that learning is motivating, builds on prior knowledge and allows them to lead aspects of their learning (from a baseline of 70% in pupil survey)
- Almost all departments will have implemented pupil-led learning activities (from a baseline of 86% in HMI staff survey)

Inclusive and Differentiated practice:

Ensuring learning is responsive to individual needs from the outset.

By Dec 2025, most lessons will show clear evidence of planned differentiation, especially in the starter and main body

Assessment and Moderation

Strengthening consistency, clarity and confidence in standards and progress.

By May 2026

- The majority of staff will be engaging with co-created success criteria (from a baseline of 21%)

Most pupils are confident in knowing their level (from a baseline of 49.6%)

Professional Learning and Collaboration

Building a culture of enquiry, reflection and shared practice.

By May 2026

- Almost all staff in the Learning Teaching and Assessment Group will complete a practitioner enquiry and present at the Learning Festival (from a baseline of 17 staff completing an 'Action Plan Do Review' Crib sheet May 2025)
- Staff will engage in peer observation and collaborative planning across departments

INCLUSION & WELLBEING

- Maintain the Promise Award with over 90% of staff having completed training by November 25
- By May 2026, attendance will be at least 90% from a baseline of 87%
- Increase the number of young people who feel that the school helps them to become confident individuals from 55.39% to 60%
- Improving young people's view on how well the school deals with Bullying from 30% approval
- Increase the number of young people who feel like valued members of our community. Pupil Voice survey: Those feeling important 30% and
- Valued members of the community 55.39%
- Increase the culture of high expectations and increased practitioner confidence through the commitment to ensuring Wellbeing and Equity.
- Improve on the development of differentiated tasks (68%) increase the number of GIRFme plans to support learning (88%)
- Achieve RRS Gold Award by May 2026

RAISING ATTAINMENT, ACHIEVEMENT & IMPROVING DESTINATIONS

- By May 2026, Senior Phase learners have access to broader subject choice across all curricular areas
- By November 2025, all young people can accurately identify their current level and next steps in learning
- By October 2025, learner tracking databases will be redesigned and implemented so that 100% of Senior Phase learners are monitored at each tracking point, enabling earlier and more accurate identification of progress and needs.
- By June 2026, the conversion rate of S5/6 learners on track with achieving National 5 A–C passes to Higher A–C passes will increase from 77.56% to 90%. This will be achieved through targeted interventions focused on converting learners currently on track for a D grade to achieving an A–C pass at Higher level.
- By May 2026, S4 5 candidates will be on track to achieve 5+ N5 will increase to 54% from a base line of 48.7%
- By November 2025, all young people to benefit from earlier, more accurate tracking and interventions after each new tracking period and experience improvements in S5 at Level 5 by 5%.
- By Aug 2026, improved attainment in SQA examinations by 5% for the middle 60% to enhance equity across the cohort and opens greater access to Senior Phase and post-school pathways.
- By October 2026 improve outcomes for pupils' post-school destination from a baseline of 96%.
- Track attainment and achievement with a particular focus on all young people at risk of leaving school without Level 5 Literacy and Numeracy are identified and supported

Appendix 1

SCHOOL BASED COUNSELLING MONITORING FORM (One submission per cluster)

(Submission Dates: Dates: 4th October, 6th December, 21st March and 13th June 2025.)

THIS SECTION SHOULD **ONLY** BE SUBMITTED BY THE CLUSTER CHAIR/SECONDARY HEAD TEACHER ON BEHALF OF THEIR CLUSTER. **ONE** COPY OF THIS FORM SHOULD BE SUBMITTED, IN LINE WITH AIR SUBMISSION DATES – **4th October, 6th December, 21st March and 13th June 2025.**)

TO THE QISSIP-SIR@northlan.gov.uk MAILBOX. Please also copy Merle Lang langmerle@northlan.gov.uk into your return.

THESE SUBMISSION WILL SUPPORT FINANCIAL PLANNING AND FACILITATE GOOD PRACTICE FOR AUDITING PURPOSES. SUBMISSIONS WILL ALSO ALLOW FOR TARGETED SUPPORT TO ENSURE EQUITABLE CLUSTER PLANNING AND PROVIDE A VEHICLE FOR COLLECTING OBSERVATIONAL EVIDENCE OF THE IMPACT OF THE SERVICE. (AN EXEMPLAR OF THIS FORM IS AVAILABLE ON THE HEAD TEACHER SHAREPOINT.)

Cluster Name: Taylor Cluster

Counselling in Schools Monitoring Sheet Session: 2024-25

Term _____ Submission Date _____

Financial Summary

2023-24 SG Funded Allocation	£35978
Projected spend	£26931
Fund Balance	£9047

Approved Provider: TeenTalk

Provision: 3 days with 2 counsellors

Appendix 2

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, <u>survival</u> and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, <u>belief</u> and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: <u>Personalised</u> support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, <u>equality</u> and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and <u>wellbeing</u> ; 3. Closing the attainment gap between the most and least disadvantaged children and young <u>people</u> ; 4. Improvement in skills and sustained, positive school leaver destinations for all young people
Article 19 - protection from violence, <u>abuse</u> and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, <u>sale</u> and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	PEF INTERVENTIONS 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a <u>high quality</u> learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact Education and Families Priorities 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
Developing In Faith <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>		
1. <u>Honouring</u> Jesus Christ as the Way, the <u>Truth</u> and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good.		

Appendix 3 – PEF Reports

Literacy

What the PEF funding has allowed us to do:

- Increase staffing to support targeted intervention for literacy.
 - Staffing P McBride (0.2), S Bowman (0.4)
- Groups and sessions delivered - literacy
 - RWI 5 x sessions each per week 2 groups of 19 S1 pupils and 11 S2 pupils
- Improve approaches to identification, assessment and tracking (Outcome 1)
- Improve literacy for target group of 19 S1 pupils identified as at risk of inequitable outcomes with a reading age of 9:06 or below.
- Identify pupils by primary school at transition and those identified at early/first level in literacy through ACEL data.
 - 68% of these pupils are SIMD 1-3 or FME.
 - Continue to improve literacy for target group of 11 S2 pupils who completed the S1 programme and have a reading age below 9:06 years. 91% of these pupils are SIMD 1-3 or FME.
-
- Developed targeted intervention strategy/policy for literacy (Outcome 2)
 - Impact Average gains: **S1 Reading accuracy 20 months; Reading rate 20.6 months; comprehension 28.1 months;** spelling average gain 5 months. S2 Average Gains: Accuracy +8 months; Comprehension +33years; spelling +11.2 months

Priority and gap evidence	Activity – brief summary of what has been done	Impact of this on young people's outcome	Evidence	Progression
<p>Improve literacy for target group of 19 S1 pupils identified as at risk of inequitable outcomes with a reading age of 9:06 or below.</p> <p>Who/why/baseline</p> <p>Pupils identified by primary school at transition and those identified at early/first level in literacy through ACEL data. R,W, Inc: S1: 68% of these pupils are SIMD 1-3 or FME. S2: 91% of these pupils are SIMD 1-3 or FME.</p>	<p>S1 : Transition planning with P7 teacher/ primary DHT/Primary HT. Review of ACEL data.</p> <p>58 pupils assessed – Reading Accuracy/Reading Rate/Comprehension/Spelling.</p> <p><u>34 met the threshold for support.</u></p> <p>19 Read, Write, Inc; 1 identified through ACEL data (not indicated in transition information (New Stevenston PS).</p> <p>Read, Write, Inc and reading pathway resource delivered 5 periods a week (English time).</p> <p>Pupils with lowest reading age <7:06 years also supported by Peer Tutor – 6 pupils (Paired reading using Toe-by-Toe/LR Comprehension – 2 sessions per week)</p> <p>S2</p> <p>11 pupils from initial 20 identified in S1 who didn't meet the threshold in S1 end of year assessment Supported 5 periods a week - Read, Write, Inc.</p> <p>Continued spelling support for pupils who didn't meet the threshold in S1 - 15 pupils, 2 sessions a week.</p>	<p><u>Impact on Reading Age</u></p> <p><u>Impact on Spelling</u></p> <p>S1</p> <p>Pupils gain confidence and improved literacy across curriculum. Average 19 pupils were targeted who had reading ages below 9 years 6 months.</p> <p>Pupils receive intensive supports including RWI and Toe by Toe.</p> <p>Average gains for accuracy was 23 months , rates 25 months and comprehension 25 months.</p> <p>Spelling average gains 5 months</p> <p>S2 average gains</p> <p>Accuracy +8 months; Comprehension +33years; spelling +11.2 months (4 pupils identified for literacy profiling)</p> <p>S2</p> <p>Spelling +11.2 months</p>	<p>YARC and SWST – spreadsheet.</p> <p>Attendance.</p> <p>Classroom observation.</p> <p>Pupil voice.</p> <p>Pupil assessment database</p>	<p>Depending on individual outcome:</p> <ul style="list-style-type: none"> • Continuation of Read, Write, Inc/ Reading pathway (19 pupils) (including new S1 – potential 30 pupils) • Reading pathway/ writing pathway development • Continuation with spelling support (10 pupils) • Immersive reader/ Clicker (32 pupils) • S3 Study Support Group (11 pupils) • Continued development of improved spelling programme • Continued development of Programme to support writing • Development of programme to support numeracy for new S1/S2.

Rising Stars Mentoring Programme

Priority and gap evidence	Activity	What is going well? (Impact)	How do you know? (Evidence)	Support required? Next steps
<p>Improved attendance, attainment and positive engagement of 85 identified young people shown by tracking data, engagement with the programme and increased confidence levels.</p> <p>1. Mentoring sessions 2. Study overnights 3. Saturday School</p>	<p>85 young people identified and engaged in the programme</p> <p>All pupils provided with mentoring folders and study resources</p> <p>Rising Stars Team set up. All information is easily accessible and pupils are kept up to date</p> <p>1. Weekly 1 hour mentoring sessions have taken place. 30 minutes with mentor and a 30-minute activity based on different themes. 15 mentors assigned to mentees in small groups (max 1:5)</p>	<p>1. <u>Impact of weekly sessions</u></p> <ul style="list-style-type: none"> 100% of pupils agreed they now feel less stressed for exams. 38% of pupils stated the mentoring programme has helped them personally through improving their organisational skills. 100% of pupils say they have gained study skills from their mentor. 60% of pupils are most appreciative of the resources they were given during the programme. All mentors agreed the programme improved their mentee(s)'s confidence and goal setting. Most mentors agreed the programme improved their mentee(s)'s self-belief and motivation, improved relationships with staff and pupils, allowed better understanding of their needs and their talents and strengths. Most mentors agreed that the mentor programme helped them develop their own skills and qualities and had a positive impact on their personal and professional growth. One mentor stated 'I also like gaining an insight into how they study and can use this knowledge for those in my own classes.' Another mentor stated '1 pupil in my group is visibly much more confident. She has developed a strong relationship with the other member in my group and they share stories about classes etc. despite being in different years. She has also been able to prepare the S3 pupil for the challenges he will face in S4.' 	<p>Tracking/attainment spreadsheets</p> <p>PS Attendance Databases</p> <p>Focus groups</p> <p>Pupil Questionnaires</p> <p>Mentor course evaluation</p> <p>Rising stars tracker</p>	<p>Refine mentoring model.</p> <p>Expand resources.</p> <p>Identification of new target cohort for 25-26 session.</p>

	<p>2. S5/6 and S4 Residential study overnights with 7 hours of small group study sessions over two days led by THS staff. Pupils participated in two outdoor activities developing various leadership skills and supporting their health and wellbeing.</p>	<p>2. <u>Impact of Study Overnight</u></p> <p>S5/6</p> <ul style="list-style-type: none">• 92% of pupils stated the study sessions were ‘very helpful’ while the remaining stated ‘somewhat helpful’• A pupil commented “The most enjoyable part of the weekend was karaoke and getting to know other pupils I didn’t know as well”. <p>S4</p> <ul style="list-style-type: none">• 94% of pupils stated the study sessions were ‘very helpful’ while the remaining stated ‘somewhat helpful’• Some pupils asked for more/longer of these type of sessions.<ul style="list-style-type: none">○ Increased enjoyment and engagement in study weekend:○ 69% of pupils enjoyed the outdoor activities and ‘loved being outside’○ 36% of pupils wanted more outdoor activities.○ 83% of pupils stated they enjoyed these parts of the overnight the most.		
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3. Saturday school took place between 9am and 3pm one day in March. Sessions led by staff across most departments

3. Impact of Saturday school

- 50 pupils attended Saturday school
- All students who completed questionnaire stated the Saturday Study Session was 'somewhat helpful' or 'very helpful' with an average rating of 4.5 out of 5
- Multiple students requested more of these types of study activities throughout the year.

Attainment Statistics

S4 Tracking (September vs Estimates) Increase in number of pupils on track to achieve whole school measures at N5 and N4 level. 43 pupils took part in the rising stars. Of the 43, 17 were pupils from SIMD ½ or who had FME. Out of the 17 ,11 stayed on track to achieve or are on track to achieve more.

Whole school Measure	Sept	SQA Result	Whole school Measure	Sept	SQA Result
N5 A-C			N4 A-C cumulative		
5+	17	20	5+	22	31
3+	32	32	3+	35	39
1+	40	42	1+	42	43

S5 tracking (Sep 24 vs Estimate). 10 pupils from SIMD 1/2 or who get FME took part in the programme. Increase in number of pupils on track to achieve most whole school measures at Higher and N5 level

Whole school Measure	Sept	SQA Result	Whole school Measure	SQA Result	SQA Result
Higher A-C			N5 A-C cumulative		
5+	1	2	5+	1	3
3+	4	5	3+	5	6
1+	8	7	1+	10	10

6 tracking data (September vs October) Increase in number of pupils on track to achieve whole school measures at AH. 16 pupils took part in the programme.

Whole school Measure	Sept	SQA award	Whole school Measure	Sept	SQA Award
AH A-C			N5 A-C cumulative		
3+	0	1	3+	5	4
1+	3	5	1+	15	12

		<table><tr><td>Higher A-C cumulative</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3+</td><td>3</td><td>2</td><td></td><td></td><td></td></tr><tr><td>1+</td><td>13</td><td>11</td><td></td><td></td><td></td></tr></table> <p><u>Attendance Statistics</u></p> <p>From the 85 pupils recruited into the programme 50 were pupils from SIMD1/2 or had FME. Of the 50 pupils 38 had consistent attendance (19 of these were very good attendance) and of the 38 that consistently came along to the mentoring 23 of them had their whole school attendance increased.</p>	Higher A-C cumulative						3+	3	2				1+	13	11					
Higher A-C cumulative																						
3+	3	2																				
1+	13	11																				
Improved communication and engagement of parents	<p>Initial letter sent to Parents and Guardians of target cohort. Follow up phone calls were made to discuss participation in the programme and confirm attendance at the launch event.</p> <p>Rising Stars Mentoring Programme Launch Event</p>	<p>67 pupils/parents attended launch session. Parents rated the session as a 4.67 out of 5 for helpfulness.</p> <p>All parents of initial target cohort were contacted by email and phone call to invite parents to launch event and discuss participation in the programme.</p> <p>100% of parents who attended the February workshop:</p> <ul style="list-style-type: none">• Found the session useful• Gained a better understanding of how their child should study• Feel more confident knowing what resources are available from the school to support studying• Would join again in another event	<p>Parental questionnaires</p> <p>Skills Workshop Presentation</p> <p>Mentor Tracker</p> <p>Verbal Feedback</p>																			

	<p>Mentor Parental Calls made in December to update Parents/Guardians on pupils progress within the programme and to receive feedback.</p> <p>Parent/Guardian workshop in February to highlight the importance of parental engagement and run a study skills session.</p>	<p>One parent gave the following feedback:</p> <p>“I am so thankful and impressed by this programme who absolutely has my child’s best interest at heart. The information given tonight has been fantastic and really helpful”</p> <p>67 attended the skills workshop (pupils and parents)</p> <p>27 parents completed the questionnaire.</p> <p>Most mentors completed parental calls throughout the year to discuss mentee’s progress. During parental calls, some parents stated they appreciated the additional communication about their child’s progress.</p>		
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<p>Improved outcomes for pupils in S4, S5/6 who are at risk of not achieving National Qualifications</p> <p>1. Lead 'Skill Builders' 5 week programme for non-study leave pupils</p> <p>2. Identify and support pupils achieve awards across all levels with minimum target of 5+N3</p>	<p>Develop and lead programme of events on a weekly basis with a focus on attainment, employability and health and wellbeing.</p> <p>Weekly meetings with DHT to discuss attainment</p> <p>Creation of attainment tracker for S3-6 pupils to identify at risk pupils</p> <p>Co-ordinate with PT Inclusion, PTPS and PTCs to accurately track attainment on a weekly basis.</p> <p>Deliver various awards – Health and Wellbeing, Religious Based Values, Dynamic Youth Award</p>	<p>Improved outcomes at N3/4 for 18 pupils.</p>	<p>Attainment Tracker S4, S5/6</p>	<p>Attendance main barrier to further progression.</p> <p>Implement tracking at earlier stage to allow early intervention</p> <p>Working group to implement improved model of Skills Builders</p>
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Numeracy

Priority and gap evidence	Activity	What is going well? (Impact)	How do you know? (Evidence)	Support required? Next steps
Improve numeracy outcomes for 14 S1 pupils who have a numeracy screening age < 9.5 years	<p>Numeracy Screening test A to identify pupils with numeracy ages <9.5 years</p> <p>Small groups will be extracted from classes to work on numeracy skills with cluster resource teacher to aid numeracy progression.</p> <ul style="list-style-type: none"> 36% of pupils identified are SIMD 1-2. 64% of pupils identified are from SIMD 1-3. 86% of pupils identified have ASN 36% of pupils identified have FSME 14% of pupils identified have EAL <p>Numeracy Screening test B to measure pupil progress</p> <p>Peer Tutors worked 1-2-1 with identified pupils in maths lessons for further support.</p> <p>Identified pupils were highlighted within the department to inform practice and ensure extra support</p>	<p>Due to the Numeracy Screening assessment, class teachers are aware of barriers to learning and can adapt lessons to suit learners.</p> <p>One-to-one support allow pupils to work on personalised targets in small group settings</p> <p>Examples of individual pupil progress:</p> <p>Pupil A – had an initial numeracy screening (pre intervention) of 8 years and 10 months. Their numeracy age increased to 12 years and 1 months in test B following interventions. An improvement of 3 years and 3 months</p> <p>Pupil B – had an initial numeracy screening (pre intervention) of 8 years and 7 months. Their numeracy age increased to 11 years and 2 months in test B following interventions. An improvement of 2 years and 7 months</p> <p>Almost all young people improved their numeracy age.</p> <ul style="list-style-type: none"> 11 out of 14 improved 1 remained the same Due to attendance 1 pupil has not been able to be reassessed to gauge impact of intervention. 	Numeracy Screening Assessments	<p>5 S1 pupils still have numeracy screening age <9.5 years.</p> <p>Liaise with colleagues to identify potential attainment concerns for the next academic session</p>

<p>Increase numeracy Level for targeted S2 pupils, with the aim of all S2 pupils having achieved at least N3 Numeracy.</p>	<p>S6 Peer Tutors extracting small groups to work on achieving at least N3 Numeracy.</p> <p>Provided 1-2-1 support for small groups to work on achieving at least N3 Numeracy</p> <p>Introduction of BGE mini quizzes at the end of each topic (level 1,2,3) to further support the tracking progress</p>	<p>Almost all young people in S2 have achieved at least SQA N3 Numeracy qualification.</p> <p>66% of young people have achieved SQA N4 Numeracy</p> <p>S6 Peer Tutor Extractions allowed 10 pupils to achieve SQA N3 Numeracy unit.</p> <p>Study leave 1-2-1 support has allowed 4 pupils to achieve SQA N3 Numeracy</p> <p>Mini quizzes have fostered more frequent learner conversations with BGE pupils, helping them gain a clearer understanding of their current learning level.</p>	<p>National SQA numeracy assessments.</p>	<p>3 pupils in S2 have still to achieve a SQA Numeracy Qualification (non-attenders)</p>
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<p>All S3 pupils working towards achieving N4/N5 Numeracy with the hope of all pupils having achieved this by the end of S4.</p>	<p>S3 sat SQA Numeracy qualifications to suit their current level (N3/N4/N5) in March.</p> <p>Past Paper mini quizzes continued from last year's plan to further enhance the tracking process.</p>	<p>43% of SIMD 1&2 S3 pupils achieved N5 Numeracy</p> <p>39% of SIMD 1&2 S3 pupils achieved N4 Numeracy</p> <p>18% of SIMD 1&2 S3 pupils achieved N3 Numeracy</p> <p>Continuation of past paper mini quizzes in S3 to track pupil progress and enhance and encourage learner conversations. Improved consistency of tracking and continuity across department.</p>	<p>National SQA Numeracy Assessments</p> <p>Past Paper end of topic mini quizzes created within department</p>	<p>Numeracy resists will be completed during study leave to ensure all learners have their SQA Qualification to suit their level by the end of S3.</p>
<p>Ensure all young people in S4 achieve a minimum of National 3 Numeracy</p>	<p>Monitoring pupil progress and supporting senior students as they complete unit assessments during study leave.</p> <p>Worked with PT inclusion to create a plan to work 1-1 with non-attenders</p>	<p>Department tracking spreadsheet was used to track numeracy qualifications across S4. This was used to ensure that all N5 pupils have achieved N5 Numeracy.</p> <p>Worked 1-2-1 with non-attenders during study leave. All pupils who took part in 1-2-1's have now achieved their Numeracy Qualification.</p> <p>To further support S4 pupils, pre made videos were shared via Teams to support at home study.</p> <p>Only 1 pupil in S4 hasn't achieved at least N3 Numeracy (non-attender)</p>	<p>Department Spreadsheet</p>	<p>1 pupil in S4 has still to achieve a numeracy qualification due to attendance.</p> <p>Liase with PTPS and PT Inclusion earlier to improve attainment for non-attenders.</p>

Introduction of N6 Numeracy	<p>Worked with PT Maths to introduce N6 Numeracy to Higher maths candidates.</p> <p>Created class materials and solutions to be used across department.</p>	25 pupils achieved N6 Numeracy	SCQF Level 6 Numeracy Unit	Next session, N6 will be introduced to pupils across the Higher Maths and Higher Apps courses.
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Health and Wellbeing

Priority and gap evidence	Activity	What is going well? (Impact)	How do you know? (Evidence)	Support required? Next steps
Improved mental health support for young people.	<p>Expanded structured Mental Health Ambassador training programme for S6 pupils.</p> <p>Maintained designated space (Oasis Mental Health Hub) within school where pupils can access mental wellbeing resources.</p> <p>Staff training:</p> <ul style="list-style-type: none"> - 5 staff members completed Place2Be's Mental Health Champion training - 1 staff member currently undertaking Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace. 	<p>37 S6 pupils trained.</p> <p>95% of ambassadors agreed they felt confident in recognising signs of distress.</p> <p>Space was accessed over 200 times at lunch/break times in school year 2024-2025.</p> <p>100% of PTPS staff agree Oasis is very useful space for dealing with mental wellbeing.</p> <p>100% of teachers involved reported improved confidence in supporting pupil wellbeing.</p>	<p>Training registers</p> <p>Pupil feedback</p> <p>Oasis anonymous tracker</p> <p>Verbal feedback</p>	<p>Maintain ambassador numbers.</p> <p>Introduce mentorship between trained S6 ambassadors and S5 pupils.</p>

<p>Collaborations with PTPS teams to strengthen mental health resources and accessibility for pupils.</p> <p>PSHE Input: S1 Class Presentations</p> <p>Draft Mental Health Policy created</p>	<p>Increased engagement in mental health-focused activities and discussions in PSHE.</p> <p>100% of class teachers agreed</p> <ul style="list-style-type: none"> - S6 pupils explained the topics 'very effectively' - S6 pupils engaged the S1 pupils 'very effectively' - S6 pupils demonstrated their knowledge 'very well' 	Staff feedback survey	Staff-led mental health workshops to share strategies with colleagues.
	<p>100% of S6 pupils stated their confidence in delivering presentations and engaging peers had grown since the start of the programme.</p> <p>89% agreed the policy was very clear and understandable.</p>	<p>Verbal feedback</p> <p>PTPS feedback</p> <p>Class teacher feedback survey</p> <p>Pupil feedback</p> <p>Ambassador reflections</p> <p>Mental health policy draft feedback survey</p>	<p>Expand presentations to more year groups to make mental health education continuous.</p> <p>Finalise and integrate mental health policy into school practices, ensuring it remains pupil driven.</p>

Raise awareness, reduce stigma and promote wellbeing initiatives in school.	<p>Awareness Campaigns held: Blue Monday, Time to Talk Day, Stress Awareness Month, Mental Health Awareness Week</p> <p>Mental Health Awareness Week activities include: showcase Mental Health Policy, Mental Health Awareness Stall, Awareness Video, Wellbeing sessions (including meditation and yoga) and Subject-Specific Wellbeing Focuses (PE, RE and PSHE).</p>	<p>More pupils aware of mental health resources.</p> <p>Mental health guides created, monthly social media videos created.</p> <p>Rise in open discussions around mental health.</p> <p>Pupils participated in wellbeing sessions such as meditation and yoga.</p>	<p>Verbal feedback</p> <p>Staff observations</p> <p>Photographs</p>	<p>Introduce regular wellbeing stalls to keep resources visible beyond Mental Health Week.</p> <p>Make meditation & yoga ongoing options for pupils and staff.</p>
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Skills and Employability

Priority and gap evidence	Activity	What is going well? (Impact)	How do you know? (Evidence)	Support required? Next steps
Improved engagement with further opportunities to support improved attainment, wellbeing, social skills, and/or employability skills.	<p>SFRS FireReach programme with Parental Awards Ceremony.</p> <p>Support with applications to Engineering the future for Girls programme at University of Strathclyde.</p> <p>Employability Skill Workshop (Wills Bros) March 25</p> <p>University of Glasgow Talk (June 25) Parents and Pupils in attendance</p>	<p>SFRS FireReach</p> <p>10 S3 pupils attended the week long FireReach programme. These pupils were selected through discussions with PTPS. Parents attended presentation ceremony on final day. Throughout various tasks/activities the pupils learned that communication and teamwork are fundamental skills for learning, life and work. Pupils showed improved confidence and developed new friendships on return to school.</p> <p>S3 Engineering the Future for Girls</p> <p>Engineering the Future for Girls - 1 pupil successful in application (1 of 100 in Scotland). Attending May 2025. Others were supported in their application however were unsuccessful.</p> <p>Employability Skills Workshop</p> <p>25 pupils identified at risk of no positive destination at intended leave date engaged in 2 x 90minute workshops with external staff discussing CV and interview skills, applications and skill development.</p>	<p>Photographs</p> <p>Pupil Voice</p> <p>Positive Destination Questionnaire</p>	

	<p>Positive Destination questionnaire completed by pupils</p> <p>Further opportunities highlighted on MS Teams page and during weekly sessions.</p>	<p>Introduction to University Talk</p> <p>University event led by university outreach staff at THS for new S6 and select S5 in June. Support pupils with new question based UCAS form, understanding courses/requirements, financial support and life at university.</p> <p>Positive Destination Questionnaire</p> <p>58 pupils completed questionnaire. Results shared with Rising Stars Team. Used to support weekly discussions with mentors, further interventions and future activities.</p>		
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