

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St Ninian's High School
Head Teacher	Paul McLaughlin
Link QIO	Mary Kerr

School Statement: Vision, Values & Aims and Curriculum Rationale
Curriculum Plan & Rationale 2022.2023.docx

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2023/24	2024/25	2025/26
Priority 1	Be The Change: Values-Based Leadership	Be The Change: Health and Wellbeing, Equalities and Inclusion	Be The Change: Skills Development and Outdoor Learning
Priority 2	Be The Change: Health and Wellbeing, Equalities and Inclusion	Be The Change: Values-Based Leadership	Be The Change: Health and Wellbeing, Equalities and Inclusion
Priority 3	Be The Change: Skills Development and Outdoor Learning	Be The Change: Skills Development and Outdoor Learning	Be The Change: Values-Based Leadership

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Section 2: Improvement Priority 1	
School/Establishment	St Ninian's High School
Improvement Priority 1	Be The Change : Values-Based Leadership
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? David Sheerin, PTs Curriculum, PTs Pupil Support and PTs Curriculum Support

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in Literacy and Numeracy	School Leadership, Teacher and Practitioner Professionalism, Curriculum and Assessment	1.1 Self-Evaluation and Self Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.7 Partnerships 3.2 Raising Attainment and achievement	Continue to raise attainment in Literacy and English/ Numeracy and Maths across all levels. Continue to narrow the poverty-related attainment gap.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership of staff working groups Leadership of CLPL sessions Parental engagement sessions Pupil Leadership of C1400 Activities	Funding to support initiatives Funding for CLPL Staffing – Teacher of Literacy and Numeracy	Parental Engagement session
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Insight CLPL Pedagogical CLPL	Targeted intervention – Literacy and Numeracy Pupil equity profiles	Numeracy and Literacy Resources

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Early and First Level Literacy and Numeracy CLPL Columba 1400 Values-Based Leadership		
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Further enhanced leadership at all levels across the school:: Increased number of staff taking on leadership roles within improvement groups such as: Learning and Teaching, PEF Planning; Self-Evaluation; Staff Wellbeing; Equality and Inclusion; Pupil Parliament; Values-Based Leadership; Outdoor Education. Increased numbers of Young People experiencing Values-Based Leadership activities and learning through Skills Academy Curriculum.	Provide further Columba 1400 input for all pupil. Develop Columba 1400 input at associated primaries. Continue to offer Columba 1400 staff opportunities. Facilitate Staff Improvement groups.	Stakeholder feedback and evaluations Numbers of staff participating in improvement groups	August 2023 – March 2024

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Improved staff and pupil leadership through increasing the numbers of staff and young people working in partnerships with other schools.	Further develop partnerships with other Columba 1400 associated secondary schools	Stakeholder feedback and evaluations of the partnership projects with partner schools.	August 2023 – December 2023
Increased opportunities for staff and pupil leadership with the planning for a wide range of activities marking our 150 th Anniversary	Further develop Columba 1400 Community events - in line with the 150 th Anniversary of the school.	Stakeholder feedback and evaluations of the 150 th Anniversary events. The programme of events marking our 150 th Anniversary the numbers of staff and young people involved in the leading, planning and delivery of them.	August 2023-June 2024
Increased opportunities for staff and pupil leadership across the curriculum with more departments linking their curriculum with the “value of the month”	Further improve values-based leadership activities in the school and promote the school's values throughout the curriculum.	Stakeholder feedback and evaluations Departmental monitoring learning and teaching calendars with explicit links to values Departmental Standards and Quality Reports next session.	August 2023-June 2024

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Gold accreditation for Reading Schools Award	Continue to develop plans for Reading Schools including Gold accreditation.	Evaluations from stakeholders and partners Improved culture of reading for pleasure measured through pupil and parental surveys. Engagement in school library using quantitative data collected by school librarian Achievement of the Gold Accreditation	August 2023 – March 2024
Improved attainment in Literacy and Numeracy	Explore further use of NSA and other assessment result data such as Reading and Number Age Assessments to inform interventions and next steps. Continue to inform all staff on pupil levels and Reading and Number Age Assessments for appropriate differentiation to be put in place. Engage services of a teacher to support learners working at early and first level literacy and numeracy. Continue to promote a consistent approach to Literacy and Numeracy across the curriculum through shared methodology sessions and documents led by key staff in each area.	Quantitative data on reading and number ages Quantitative feedback via baseline assessment. Staff feedback Insight	August 2023 – March 2024
Increased parental engagement in supporting improvements in attainment particularly of Literacy and Numeracy	Further develop opportunities to engage parents in raising attainment opportunities including Parental Numeracy Workshops, Maths Parental	Quantitative data of uptake and qualitative feedback via parent evaluations.	August 2023 – March 2024

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	Drop-In Sessions and Shared Reading Workshops with parents.		
Providing enhanced opportunities to develop learners' Literacy and Numeracy skills within Skills Academy.	Develop literacy program for extraction groups during S2 Skills Academy (timetabled involvement) Planned opportunities to develop numeracy across the curriculum tasks in Skills Academy.	Quantitative data using literacy and numeracy baseline assessments. Quantitative data re attainment across the curriculum with moderation of Literacy and Numeracy Across the Curriculum.	August 2023 – March 2024
Improved Senior Phase Attainment	Establish a staff Raising Attainment Working Group to lead on raising attainment initiatives and partnerships.	SQA Attainment Data Insight Staff Evaluations Pupil Evaluations	August 2023 – March 2024
Continued improvement in SQA Literacy and Numeracy levels.	Use tracking Insight data to ensure appropriate level and challenge to support improvement in whole school attainment.	SQA Attainment Data	August 2023 – March 2024
Increased opportunities for sharing of best practice and staff leadership opportunities.	Re-establish Learning and Teaching Working Group to plan for and schedule observed lesson calendar- Develop calendar of CLPL with pedagogical focus.	Records of observations and feedback CLPL Evaluations	August 2023-December 2023
Improved use of Insight data to support improvement in attainment.	Develop a programme of Insight training sessions to allow all staff to engage in analysing the data. Use the data to ensure appropriate supports and interventions are deployed in a timely manner.	Staff feedback	August 2023 – March 2024

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Section 2: Improvement Priority 2	
School/Establishment	St Ninian's High School
Improvement Priority 2	Be The Change: Mental Health and Wellbeing, Equalities and Inclusion (Light Up)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Suzanne Boyle, with PTs Curriculum, PTs Pupil Support and PTs Curriculum Support

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing human needs and rights of every child and young person at the centre of education AND improvement in children's and young people's health and wellbeing	Teacher and practitioner professionalism, parent/carer involvement and engagement	1.3 Leadership of Change 2.2 Curriculum 2.4 Personalised Support 3.1 Ensuring wellbeing, Equality and Inclusion	Continue to implement EDC Mental Health and Wellbeing Strategy in line with National Policy. Use Health and Wellbeing data to improve Mental Health in schools. Improve staff confidence in responding to young people who are experiencing self-harm.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Mental Health First Aiders Cost of the School Day Pupil Group Pupil Parliament Anti-bullying Ambassadors Pupil Leadership Team Leadership of Light Up Rights Respecting Schools	PEF Funding to support initiatives Funding for CLPL	Parent Council engagement Parent information sessions

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continued focus on GTCS standards CLPL from SCES/Fr J. Lawlor Professional reading to support initiatives Nurture and Trauma Informed Practice CLPL	Targeted intervention – Nurture and bespoke curriculum Pupil equity profiles	Principal Teacher of Health and Wellbeing Resources for Nurture and Bespoke targeted groups CLPL in Nurture UK

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Improved wellbeing of the school community through an increase in the number of our young people represented within our curriculum (in particular those who identify with protected characteristics)	Implement Be the Change: Light Up events throughout the session	Pupil evaluation of events including focus groups and pupil voice events including Pupil Parliament Staff Wellbeing group established	August 2023 – May 2024
Improved wellbeing of the school community through increased staff confidence in incorporating diversity lessons in the curriculum.	To engage partners including Father Jim Lawlor and/or SCES to deliver equalities training for staff	Teacher focus groups and questionnaires	August 2023 – March 24
Improved wellbeing of the school community through an increase in parental awareness of supports available for young people's health and wellbeing.	Plan and implement parent information session(s) on the range of support available to support health and wellbeing	Parental engagement through feedback and questionnaires Parent Council	August 2023 – December 2023

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Improved understanding of strategies to best support learners needs related to ACES.	Plan and implement Educational Psychologists input at in-service on nurture and trauma informed practice	Staff feedback	August 2023 – February 2024
Improved provision of equity interventions.	Establish staff PEF planning Group Establish Cost of the School Day pupil working group Further develop plans of The Raising Attainment Team	Record of interventions for pupils on equity profile Insight Data	August 2023 – May 2024
Increased opportunities for pupil leadership to deliver wellbeing initiatives.	Training available for senior pupils to deliver high quality experiences to BGE pupils Barista skills training to continue the work of the Wellbean Cafe	Accreditation evident where applicable e.g., mental health first aid, anti-bullying ambassadors Pupil feedback	August 2023 – May 2024
Increased opportunities for Pupil Voice to be gathered	Plan and implement a schedule of pupil focus groups in Skills Academy and Supporting Learners. Establish a Pupil Parliament delivered through our Rights Respecting Schools Group	Minutes of meetings Display boards Pupil feedback	August 2023 – March 2024
Achieving Gold Accreditation for Rights Respecting Schools	Continue embedding RRS in school policy, practice and culture.	Complete school evaluation and questionnaire Evidence pack Accreditation event	August 2023 – March 2024
Increased attendance levels and engagement of learners.	Establish Nurture Groups across BGE and track the impact of the interventions. Establish Intervention Target Groups to work with external partners on confidence and wellbeing building.	Pre and post involvement assessments Learner feedback Parental Feedback Partner feedback Tracking and Monitoring Data	August 2023 – March 2024

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Needs of staff and young people improved by engagement in prayer and reflection throughout the school year.	<p>Establish Pastoral Team Subgroup to support development throughout the year.</p> <p>Provide opportunities and Training for Staff and Pupils in Leading Prayer.</p> <p>Enhance opportunities for prayer through the current retreat programme.</p>	<p>Increased Pupil Participation in the Faith Life of the School.</p> <p>Increased numbers of Senior Pupils involved in accreditation, e.g. Saltire Award, Caritas Award.</p> <p>DM Discussions and Minutes</p>	August 2023 – May 2024
Section 2: Improvement Priority 3			
School/Establishment			
St Ninian's			
Improvement Priority 3	Be The Change: Skills Development and Outdoor Learning		
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Garry Mulgrew and Steve Rance with PTs Curriculum, PTs Pupil Support and PTs Curriculum Support		

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive destinations for all young people AND closing the attainment gap between the most and least disadvantaged children and young people	Performance Information	<p>2.2 Curriculum</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.2 Raising Attainment and Achievement</p> <p>3.3 Increasing creativity and employability</p>	Implement key priorities in the Scottish Attainment Challenge Plan.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
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Leadership of Wider Achievements Digital Enterprise Award Leadership of alternative pathways Leadership of Outdoor learning and residential	PEF Funding to Support initiatives Staffing Time	Parent engagement regarding achievements and successes
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Opportunities for accreditation Use of 16+ Data Hub Digital Enterprise Award Alternative curriculum pathways	Equity profile MCR Pathways Targeted groups Pupil Pathways CLD Involvement	Funding to support outdoor learning residential

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Improved understanding of the talents and skills in our pupil body.	Further develop a whole school approach to engage with parents to ensure we have a clear picture of pupil success within the community.	Number of wider successes recognised Record of achievements across the school	August 2023 – May 2024
Increased number of young people achieving wider achievement accreditation	Work with CLD to provide pupils with opportunities to gain wider accreditation as part of our outdoor education provision	Number of accredited courses will be recorded and evaluated Pupil uptake and completion will be monitored	August 2023 – May 2024
Establish a whole school approach to collating, sharing and acting on 16+ Datahub information ensuring key dates are adhered to.	Use 16+ Data Hub to identify those pupils without career plans and target them through an assertive approach with a focus on understanding skills for work.	Pupil Conversations SLDR Statistics Attainment Statistics	June 2023 – November 2023

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	Collate and share data to ensure appropriate interventions to support positive post-school destinations.		
Increased partnership working for career education	<p>Further develop our own database of local employers to support work experience within the Skills Academy Programme</p> <p>Use this database to create departmental links within the school to enhance learning and develop skills within the curriculum</p>	<p>Record of employers on database</p> <p>Business partners established</p> <p>Work Experience Statistics</p>	August 2023 – May 2024
Appropriate pathways are available for all learners.	<p>In partnership with other schools, develop plans for an in-school Apprenticeship Programme</p> <p>Develop and deliver a coherent programme for our targeted S4 Employability Group and facilitate work experience placements for these pupils</p>	<p>Partnership feedback</p> <p>Completed plans for a year-long pathway</p> <p>SLDR Statistics</p> <p>Work Experience Statistics</p>	August 2023 – May 2024
To achieve The Digital Enterprise Award	Embed the Digital Enterprise Award activities across the curriculum for pupils	Numbers achieving Digital Enterprise Award	August 2023 – May 2024
To offer a wider range of outdoor learning experiences related to curricular areas	Further develop outdoor education opportunities within departmental curricula	Calendar of outdoor learning opportunities	August 2023 – May 2024

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Targeted pupils' future planning is better supported	Work with MCR Pathways Co-ordinator to facilitate a provision for targeted pupils	Pupil voice MCR Co-Ordinator Data	August 2023 – May 2024
Increased staff confidence in the use of digital learning tools and leading learning outdoors.	Develop further opportunities to upskill staff to support digital learning and outdoor learning	The number of staff leading digital and outdoor learning activities.	August 2023 – May 2024
All learners across the BGE (particularly those on our Equity profile) have access to opportunities to take part in Outdoor Residential experiences through a targeted approach to enable access.	Liaise with parents at initial planning to advise of financial supports available to support outdoor residential.	The number of pupils on our Equity profile engaging in such activities.	August 2023 – May 2024

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Shared understanding of the best and appropriate use of PEF allocation.	Re-establish a staff PEF Focus Group	NA	Evaluations of the impact of PEF Spend	June 2023 – March 2024	
Increased opportunity for Parental Involvement in distribution of PEF allocation	Identify a portion of the PEF allocation and suggested uses to be decided by Parent Council	NA	Evaluations of the impact of PEF Spend	August 2023 – December 2023	
Increased opportunity for Pupil Voice in distribution of PEF allocation	Identify a portion of the PEF allocation and suggested uses to be decided by Pupil PEF Group	NA	Evaluations of the impact of PEF Spend	August 2023 – December 2023	

School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 12 June 2023