

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St Ninian's High School
Head Teacher	David Killin
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	2024/25	2025/26	2026/27
Priority 1	Relationships, Wellbeing, Equalities and Inclusion	Relationships, Wellbeing, Equalities and Inclusion	Relationships, Wellbeing, Equalities and Inclusion
Priority 2	Learning, Teaching and Assessment	Learning, Teaching and Assessment	Learning, Teaching and Assessment
Priority 3	Raising Attainment and Achievement	Raising Attainment and Achievement	Raising Attainment and Achievement

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Section 2: Improvement Priority 1	
School/Establishment	St Ninian's High School
Improvement Priority 1	Relationships, Wellbeing, Equalities and Inclusion
Person(s) Responsible	S Boyle in collaboration with the Pupil Support Team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing 	<ul style="list-style-type: none"> Teacher and practitioner professionalism. parent/carer involvement and engagement 	<ul style="list-style-type: none"> QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 1.1 Self-evaluation for self improvement 	<ul style="list-style-type: none"> Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
<ul style="list-style-type: none"> Staff leading Professional Learning Workshops. Staff taking a lead role in Working Groups linked to the improvement priority. 	<ul style="list-style-type: none"> Collegiate time for staff to meet and engage in professional learning through Working Time Agreement. Providers of CLPL including: CIRCLE Framework, Education Scotland, Keeping the Promise Award. Be-inn Unity external training provider. 	<ul style="list-style-type: none"> Parental engagement in stakeholder events linked to self-evaluation activities to support improvement. Family Learning workshops linked to the identified needs for targeted groups of parents and universal support.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CIRCLE Training Keeping the Promise Forth Valley and West Lothian Attendance Toolkit Mental Health First Aid Training	<ul style="list-style-type: none"> The Circle Framework as a strategy to support all pupils looking at Universally accessible supports. Keeping the Promise Award Programme is professional learning created to support anyone working with children and young people, particularly those who are care experienced. MCR Pathways Targeted groups 	<ul style="list-style-type: none"> Funding to target clerical support to focus on attendance and approach to promoting positive relationships.

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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?
The needs and behaviours of our learners will be better understood by staff with young people supported to engage in positive and respectful relationships across our school community.	<ul style="list-style-type: none"> Develop systems and processes which support promotion of positive relationships with staff, parents and learners across our community. CIRCLE Training for all staff. Review our approach to anti-bullying. 	<ul style="list-style-type: none"> Stakeholder evaluations Staff and pupil focus groups Learning walks by SLT and PTs Effective recording of incidents of bullying. 	<ul style="list-style-type: none"> December 24 August 24 November 24
All learners will have access to the support that is right for them.	<ul style="list-style-type: none"> Review of the support systems and frameworks across the school. Use of the SHINE Survey/GMWP to target interventions for groups of learners Establish a Nurture group for identified learners in S1. Staff undertake Keep the Promise Award CLPL. Establish an S6 buddy programme. Review the provision of PSE across the BGE and Senior Phase. 	<ul style="list-style-type: none"> Stakeholder Evaluations Data from the completion of surveys Ongoing Wellbeing Assessments. Number of staff engaged in CLPL. 	<ul style="list-style-type: none"> November 24 December 24 24 October 24 February 24 October 24 December 24
Continue our work on the UNCRC to support young people in actively participating in school improvement and decision making.	<ul style="list-style-type: none"> Launch the Pupil Parliament. Increase opportunities for young people to develop their leadership capacity across the school. 	<ul style="list-style-type: none"> Stakeholder Evaluations Number of pupils involved 	<ul style="list-style-type: none"> October 24
Increase the attendance of targeted groups of learners across the school.	<ul style="list-style-type: none"> Establish a Tracking system to monitor attendance and track the effectiveness of interventions for our learners. Utilise the FVWL Toolkit to support our approach to identify the 'push and pull' to school for groups of learners. 	<ul style="list-style-type: none"> Data Analysis of attendance. Pupil Voice 	<ul style="list-style-type: none"> November 24 Ongoing
Increase opportunities to experience the ethos and values within our Catholic school community.	<ul style="list-style-type: none"> Participation in workshops and group sessions on the delivery of RERC in a Catholic School. Develop more opportunities for young people to engage and explore their faith. 	<ul style="list-style-type: none"> Stakeholder evaluations Participation at mass 	<ul style="list-style-type: none"> August 24 May 25

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Section 2: Improvement Priority 2	
School/Establishment	St Ninian's High School
Improvement Priority 1	Learning, Teaching and Assessment
Person(s) Responsible	Paul Fitzpatrick in collaboration with Middle Leaders and Improvement Team.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<ul style="list-style-type: none"> Improvement in Attainment, particularly literacy and numeracy Closing the poverty related attainment gap. 	<ul style="list-style-type: none"> Teacher and practitioner professionalism. School Improvement School Leadership 	<ul style="list-style-type: none"> QI 2.3 Learning, Teaching and Assessment 	<ul style="list-style-type: none"> Closing the poverty related attainment gap between the most and least disadvantaged children and young people.

Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
<ul style="list-style-type: none"> Staff leading Professional Learning Workshops. Staff taking a lead role in Working Groups linked to the improvement priority Staff engaged in observations. 	<ul style="list-style-type: none"> Collegiate time for staff to meet and engage in professional learning through Working Time Agreement. Providers of CLPL including external providers. 	<ul style="list-style-type: none"> Parental engagement in stakeholder events linked to self-evaluation activities to support improvement.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Education Scotland Professional Learning Looking Outwards visits. EDC PT Curriculum Development Programme	<ul style="list-style-type: none"> Young people are engaged in their learning. Young people are clear on their next steps in learning. Young people within targeted groups are supported to achieve success in their learning. 	

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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?
There is consistency of understanding on the agreed standards for high quality learning and teaching across the school	<ul style="list-style-type: none"> Develop a Learning and Teaching Policy Review the '10 feature of an effective lesson' to reflect the new approach to learning and teaching. All staff engage in professional dialogue through CLPL offer within the school. Staff engage in self-evaluation processes regarding the quality of learning and teaching across departments. 	<ul style="list-style-type: none"> Stakeholder evaluations Lesson Observation Feedback. Departmental Minutes Dept Self-Evaluation Calendar updates. 	<ul style="list-style-type: none"> December 24 Ongoing Jan 25
Staff engage in meaningful professional learning & dialogue linked to pedagogy.	<ul style="list-style-type: none"> Develop a learning and teaching toolkit for use across the school. Establish a programme of peer observations. Enhance the use of digital learning across the school Staff to engage in CLPL activities through the use of INSET and collegiate time. 	<ul style="list-style-type: none"> Stakeholder evaluations Lesson Observation Feedback. Dept Self-Evaluation Calendar updates CLPL linked to identified need 	<ul style="list-style-type: none"> Feb 25 October 24 Mar 25 April 25
There is appropriate pace and challenge within lessons to ensure all learners are supported to achieve success.	<ul style="list-style-type: none"> Develop staff awareness of differentiation within lessons to support all learners, especially those with identified barriers to their learning. 	<ul style="list-style-type: none"> Stakeholder evaluations Lesson Observations Departmental Minutes 	<ul style="list-style-type: none"> Feb 24
Staff make effective use of assessment to support the identification of next steps in learning through responsive planning.	<ul style="list-style-type: none"> Develop planning format for staff in order to enable responsive planning to meet the needs of all learners. Establish Curriculum Overviews which maps assessment strategies linked to E&O, Benchmarks and SQA standards. Establish BGE moderation activities. Ensure Dept tracking is used effectively to support whole school tracking and identified interventions for learners. 	<ul style="list-style-type: none"> Stakeholder feedback Observation feedback Updated curricular plans to reflect pupil voice and analysis of tracking data. Moderation minutes. 	<ul style="list-style-type: none"> December 24 June 25 November 24 November 24
Refine our approach to outdoor learning	<ul style="list-style-type: none"> Review the outdoor learning programme within the school to increase opportunities for all learners across the curriculum. 	<ul style="list-style-type: none"> Stakeholder Evaluations 	<ul style="list-style-type: none"> April 25

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Section 2: Improvement Priority 3	
School/Establishment	St Ninian's High School
Improvement Priority 1	Raising Attainment and Achievement
Person(s) Responsible	Garry Mulgrew and David Sheerin in collaboration with Middle Leaders and Improvement Team.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<ul style="list-style-type: none"> Improvement in Attainment, particularly literacy and numeracy Closing the poverty related attainment gap. 	<ul style="list-style-type: none"> Performance Information 	<ul style="list-style-type: none"> QI 3.2 Raising Attainment and Achievement 	<ul style="list-style-type: none"> Closing the poverty related attainment gap between the most and least disadvantaged young people. Improve senior pathways to meet the needs of all young people.

Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
<ul style="list-style-type: none"> Staff leading Professional Learning Workshops. Staff taking a lead role in Working Groups linked to the improvement priority Staff engaged in observations. 	<ul style="list-style-type: none"> Collegiate time for staff to meet and engage in professional learning through Working Time Agreement. Providers of CLPL including external providers. Targeted intervention programme for groups of learners. Tracking of wider achievement through learner profiles 	<ul style="list-style-type: none"> Parental engagement in stakeholder events linked to self-evaluation activities to support improvement. Parental engagement workshops linked to increased awareness of qualifications and pathways within Senior Phase.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Education Scotland Curriculum Innovation programme. SCQF Framework and Ambassadors Programme. Gen+/SDS Meta Skills Framework. Timetabling course. 	<ul style="list-style-type: none"> Young people achieve a literacy and numeracy qualification prior to their point of exit from Senior Phase. Increased opportunity for learners to 	<ul style="list-style-type: none"> £5000 for Mental Health First Aid Award – Be-inn Unity £5000 for all S4 to undertake Level 6 Emergency First Aid at Work Award.

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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?
Our curriculum offers progression pathways for all learners.	<ul style="list-style-type: none"> Undertake a review of our curriculum in line with Scottish government guidance. Review our options process for learners at points of transition within the school. Engage in the SCQF Ambassador programme to explore accreditation within the Senior Phase. Increase parental awareness of pathways for learners across the SP Review the provision of Skills Academy within the BGE. 	<ul style="list-style-type: none"> Stakeholder evaluations Reviewed Curriculum Map Departmental Minutes Refined Options Process. Parental 	<ul style="list-style-type: none"> Mar 25 Nov 24 Oct 24 Nov 24 Mar 25
Ensure 100% of our learners achieve the 'Magic 5' qualifications in S4.	<ul style="list-style-type: none"> Ensure all learners achieve appropriate Literacy and Numeracy qualifications prior to their point of exit. Develop targeted approaches for those young people with low levels of attendance. Expand the curricular offer to wrap around the needs of identified groups of learners at risk of under achieving across the school. 	<ul style="list-style-type: none"> Tracking and monitoring reports. Attendance Analysis Parent/Pupil engagement 	<ul style="list-style-type: none"> Apr 25 Dec 24 Mar 25
The progress of young people will be closely tracked and monitored to target interventions for those at risk of underachieving.	<ul style="list-style-type: none"> Develop a consistent approach to our SQA and quality assurance processes for attainment of learners in departments. Develop a tracking and monitoring system that supports learner conversations and the targeted interventions. Data is routinely analysed and discussed following tracking periods Reintroduction of mentoring programme. 	<ul style="list-style-type: none"> Stakeholder evaluations. Tracking and Monitoring Analysis Mentor Meeting Minutes 	<ul style="list-style-type: none"> Oct 24 Mar 25 Nov 24 Nov 24
There will be a shared understanding of tracking and reporting with all stakeholders	<ul style="list-style-type: none"> Review the school's approach to reporting and tracking. Increase parental awareness of tracking and what achievement of a level means and looks like in our school Staff training on the use of INSIGHT and the Results Machine. 	<ul style="list-style-type: none"> Stakeholder Evaluations Parental Feedback Data Analysis from DMs/attainment meetings 	<ul style="list-style-type: none"> Feb 25 Dec 24 Nov 24
Increase opportunities for learners to engage in a range of wider achievement opportunities that support skills development and ensures 100% positive leaver destinations.	<ul style="list-style-type: none"> Develop our approach to Work Placement Develop the Gen+ Meta Skills framework within the school across all curricular areas. Develop opportunities to capture wider achievement through the use of pupil profiles through Skills Academy and Departments. 	<ul style="list-style-type: none"> Number of learners undertaking work placement Department meeting feedback on skills 	<ul style="list-style-type: none"> Jan 25 Mar 25 Mar 25

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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
Raising Attainment for all	Staffing TBC	TBC	Attainment data Attendance data Pupil surveys		
Improved Mental and Emotional wellbeing	Counselling provision	c. £6,000	Counsellor reports		
Improved attainment	Alternative Pathways	c. £2,000	Attainment Data		
Increased numbers of E profile learners participating in D of E	Duke of Edinburgh	c. £500	Numbers achieving D of E Awards		
Increased participation in school experiences and residential, including targeted approaches for identified young people	School trips and experiences	c. £12,000	Numbers of E profile learners taking up out of class opportunities.		
Improved wellbeing for learners in our ELR	ELR expansion	c. £2,000	Pupil and parent feedback		
All learners are in fed and able to learn	Breakfast Club	c. £5,000	Canteen Data		
E profile learners are all equipped with everything	Transition Backpacks	c. £600	Visual feedback		

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they need to participate in school life.					
Spiritual wellbeing of all learners is supported and nurtured	Retreat Programmes	c. £5,000	NET Feedback		
Increased access to all academic and personal products for all	Wellbeing Trolleys	c. £1,000	Restock data Pupil feedback		
Increased representation of boys in leadership roles/ improved male self-esteem	Boys' Leadership	c. £1,000	Pupil surveys Partnership feedback		
Improved study skills for all	Tree of Knowledge	c. £4,000	Tree of knowledge feedback		
Appropriate targeting for interventions	RS Maths Assessment	c. £500	Assessment data		
Appropriate identification of wellbeing interventions	Boxall Assessment Packs and Training	c. £300	Wellbeing survey data Boxall assessment data Pupil Feedback		
Improved recording of interventions, TAC and PSG Meeting	Digital dictation machine with foot pedal	c. £300	Parental feedback		
Access to learning resources as alternative to exclusion	Uteach Subscription	£200			
Greater access to the curriculum for learners with specific ASN	Clicker software	£1,100	Assessment data Pupil Feedback Staff observations		
Ensuring that all learners have the provisions to study effectively	Senior Study Provisions	c. £300	Pupil feedback Staff observations		
Improved attainment for all	Easter School and Supported Study	c. £2,500	Attainment Data		
Improved attainment for targeted groups	Study Saturday	c. £500	Attainment Data Pupil Surveys		

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			Staff Surveys		
To provide accessible literature to all but in particular those who require support	eBooks	c. £700	Service use data		
To improve the physical environment to ensure that it is inclusive for all learners	Resources for the implementation of The Circle	c. £1,000	CICS data		
To improve employability skills of a targeted group of Senior Phase Learners	Scottish Sports Futures 2 Module Delivery	c. £6,000	SSF Feedback Data Learner Feedback SSR Data Attainment Data		