

Framework for School Improvement Planning 2025/26

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
<p>St. Ninian's High School is a Roman Catholic community with an ethos of excellence and respect for all. Through sharing our vision and values we seek to gain the collective commitment of all staff, pupils, parents and the wider community.</p> <p>Our Shared Vision – In Omnibus Caritas “Love in all Things”</p> <p>We strive to ensure that our young people are fully prepared for life in the 21st century. We encourage pupils to be ambitious in their achievements, confident in their abilities, responsible within their community and effective in their learning by promoting the Gospel values and developing the talents of each individual.</p> <p>Our Aims</p> <ul style="list-style-type: none"> • To use our Catholic beliefs as the basis for developing values which promote respect for self and others. • To provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens. • To provide a curriculum which encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement. • To utilise enterprising learning and teaching practices which encourage self-reliance and ambition. <p>Our curriculum</p> <p>We have developed a curriculum based on the guiding principles of Curriculum for Excellence in developing opportunities for personal achievement, develop more dynamic interdisciplinary learning, adapt our curriculum areas and subjects, and to make our school a hive of activity that is welcoming and exciting.</p> <p>As well as continuing to focus on national priorities around literacy, numeracy and health and wellbeing, we have redeveloped our curriculum to enhance our young people's experiences of –</p> <ul style="list-style-type: none"> • Wellbeing, equalities and inclusion • Leadership

Framework for School Improvement Planning 2025/26

- Outdoor learning
- Digital learning

As a result, all of our young people are engaged in a curriculum that is dynamic and progressive.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/26	2026/27	2027/28
Priority 1	Enhance our approaches to tracking, monitoring and evaluating Wellbeing, Equalities & Inclusion.	Enhance our partnership working to support improvements in our learners Wellbeing, Equalities & Inclusion.	Fully embed our practices to ensure improvements in Wellbeing, Equalities & Inclusion for all.
Priority 2	Achieve greater consistency in approaches to high quality Learning, Teaching & Assessment.	Further embed the learning and teaching framework with a focus on questioning and differentiation.	Further embed the learning and teaching framework with a focus on Assessment and Feedback.
Priority 3	To raise the attainment and achievement of all learners.	To raise the attainment and achievement of all learners.	To raise the attainment and achievement of all learners.

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 1	
School/Establishment	St Ninian's High School
Improvement Priority 1	Enhance our approaches to tracking, monitoring and evaluating Wellbeing, Equalities & Inclusion.
Person(s) Responsible	Suzanne Boyle PTs Guidance PT WBEI SIG

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-2028
Placing the human rights and needs of every child and young person at the centre.	School leadership	QI 3.1 Wellbeing, equality & inclusion Themes: Wellbeing; fulfilment of statutory duties; inclusion and equality.	Placing the human needs and rights of every child and young person at the centre of education.
Closing the attainment gap between the most and least disadvantaged children.	Teacher professionalism	QI 2.4 Personalised Support Themes: Universal support; targeted support; removal of potential barriers to learning.	Closing the attainment gap between the most and least disadvantaged.
Improvement in children and young people's health and wellbeing.	School improvement	QI 1.1 Self-evaluation for self-improvement. QI 2.7. (Partnerships) Themes: The development and promotion of partnerships; collaborative learning and improvement; impact on learners.	Improvement in children and young people's mental health and wellbeing.

Framework for School Improvement Planning 2025/26

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Teacher Leadership related to meeting individual pupil needs as part of classroom practice.</p> <p>Teacher leadership in the delivery and evaluation of CLPL opportunities.</p> <p>Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.</p> <p>CIRCLE Advisor to share learning with all practitioners</p>	<p>Time – see collegiate calendar</p> <p>Cover costs for staff undertaking any leadership responsibility that requires release from class.</p> <p>Equally safe at School Resources</p> <p>CIRCLE Framework tools</p> <p>Education Scotland Training videos</p> <p>PSHE course resources</p> <p>EDC Central ASN Team for delivery of training</p>	<p>Parent and Carer Council ongoing involvement in feeding back parent views at meetings.</p> <p>Parental Engagement-Use of Participation Scale and Parental Postcards through Case Study approach to support individual learners</p> <p>Parent and Carer involvement in equality and inclusion events.</p>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials</p> <p>Staff CLPL session related to W, E and I</p> <p>Quality assurance processes, Peer/ SLT/professional discussions</p>	<p>The Circle Framework as a strategy to support individual pupils looking at Targeted supports within all schools.</p>	<p>PT Wellbeing, Equalities and Inclusion £8000</p>

Framework for School Improvement Planning 2025/26

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?
Increase in the percentage of pupils who report feeling safe at school from 87% (February 2025) to 95%.	<p>Develop a consistent whole-school approach to the use of language of wellbeing.</p> <p>Provide planned opportunities for one-to-one learner conversations with Pupil Support around wellbeing indicators (1 per term).</p> <p>Implement Equalities and Inclusion events to recognise and celebrate the diversity of our community.</p> <p>Use “Equally Safe at School” framework and resources to help develop action points to inform a programme of interventions for Gender-Based Violence and Misogyny.</p> <p>Provide training for key staff in Get S.E.T – Self-Esteem Training and delivery for 2 pilot groups.</p>	Resurveying of learners using the Education Scotland learner survey.	February 2026
More effective Monitoring & Tracking of learner wellbeing interventions	<p>Devise a database to record wellbeing interventions accessed by learners and evaluations on completion.</p> <p>Provide training for key staff in the use of the Stirling Wellbeing Scale. (explore other tools for measuring wellbeing)</p> <p>Implement an “in-house” referral system to access wellbeing supports incorporating intended outcomes.</p>	<p>Stirling Wellbeing Scale – pre and post measures.</p> <p>Pupil evaluations.</p> <p>Attendance statistics.</p> <p>Attainment tracking.</p> <p>Wellbeing assessments and Action Plans</p>	<p>Implementation - September 2025</p> <p>Initial Measures – December 2025</p>

Framework for School Improvement Planning 2025/26

Improve approaches to quality assurance of all aspects of pupil support provision	<p>Devise a strategic calendar with regular opportunities to quality assure key aspects of practice and procedures.</p> <p>Develop a schedule of CLPL for key staff to ensure consistency in knowledge and application of key policies & procedures</p> <p>Provide training for key staff in carrying out wellbeing assessments, creating actions plans and completing Requests for Assistance.</p>	<p>Improved outcomes for young people in relation to attendance, attainment and action plan targets.</p> <p>Greater consistency in record keeping measured through sampling and moderation.</p> <p>Quality assurance records and action points.</p> <p>Partner Agency feedback.</p>	<p>Implementation - October 2025</p> <p>Measures – March 2026</p>
Improved provision of PSHE for all learners.	<p>Continue the work that has begun to develop a comprehensive and progression-based PSHE programme from S1-S6.</p> <p>Incorporate quality assurance of PSHE plans, resources and delivery into the Pupil Support calendar.</p> <p>Seek opportunities for partnership working to enhance the delivery of the PSHE curriculum.</p>	<p>Quality assurance records and action plans.</p> <p>Pupil evaluations and feedback.</p> <p>Wellbeing Survey Data.</p>	<p>Implementation - August 2025</p> <p>Measures – March 2026</p>
Improved implementation of Personalised support: Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies	<p>Staff use Circle Participation Scale (CPS) to identify individual learners' strengths and areas for development</p> <p>Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carers and individual children and young people.</p> <p>Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development.</p>	<p>Completion of pre and post participation scale through a case study approach.</p>	<p>By June 26</p>

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 2	
School/Establishment	St Ninian's High School
Improvement Priority 2	Achieve greater consistency in approaches to high quality Learning, Teaching & Assessment
Person(s) Responsible	Paul Fitzpatrick L&T SIG PTs Curriculum

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people 	School Improvement School Leadership Teacher Professionalism	QI 2.3 Learning, Teaching & Assessment QI 1.1 Self-evaluation for self-improvement.	Priority 2: Learning & Teaching

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Teacher leaders of SIG and sub-groups.</p> <p>Leadership of CLPL & SGP sessions.</p> <p>Pupil leadership through Learner Voice and Digital Media committee.</p>	<p>Time in collegiate calendar & inset days for CLPL.</p> <p>Time in departmental meeting calendars.</p> <p>SIG time as part of WTA.</p> <p>Funding for visuals around new L&T Framework for all learning spaces.</p>	<p>Parent Information Evenings</p> <p>Family Learning Events: Supporting, Literacy, Numeracy and HWB</p>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Professional reading to support work of the L&T SIG.</p> <p>Whole-school CLPL calendar with a focus on the 'Engage' aspect of the L&T framework.</p>	<p>Promoting a high quality learning experience.</p> <p>Differentiated support.</p>	<p>Bespoke inputs to support Learning and Teaching £5000</p>

Framework for School Improvement Planning 2025/26

Additional reading and resources provided through L&T newsletters.	Using evidence and data.	Explore Digital Learning resources targeted at learners in SIMD 1-3. £5000
Collegiate time and DM discussions around BGE moderation	Professional learning and leadership.	
	Research and evaluation to monitor impact.	

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 approaches to whole school quality assurance to ensure that all learners consistently experience high quality learning and teaching.	<p>Whole school L&T Framework launched with pupils & staff.</p> <p>Implement the revised quality assurance and self-evaluation calendar.</p> <p>Re-structure whole-school and departmental approaches to observations.</p> <p>Re-introduce focused Departmental Reviews.</p> <p>Formalise DHT-PT Link meetings and PT Intervention points to evaluate impact of QA approaches.</p>	<p>Ongoing Learning Walks by PTs and SLT.</p> <p>Collaborative, departmental and peer observations.</p> <p>Staff and pupil evaluations on impact of L&T Framework.</p> <p>Departmental Reviews to provide qualitative data from staff, pupils and parents.</p> <p>DHT-PT Link meetings to evidence ongoing QA of L&T and impact of ongoing interventions.</p>	<p>L&T Framework: August 2025</p> <p>Revised QA & SE Calendar: August 2025</p> <p>Observations: August 2025– May 2026</p> <p>Dept. Reviews – by May 2026</p> <p>DHT-PT Link Meetings: August 2025– May 2026</p>
Develop a whole-school understanding of high-quality pedagogy that enhances the experience of all young people.	<p>Coherent and planned CLPL calendar is launched in August 2025 that focuses on ‘Connect’ aspect of the L&T framework.</p> <p>Additional and complimentary CLPL established for:</p> <p>Wellbeing, Equalities and Inclusion</p> <p>Leadership and Aspiring Leaders</p> <p>Probationers</p>	<p>Ongoing Learning Walks by PTs and SLT.</p> <p>Staff participation CLPL events.</p> <p>Staff evaluations of CLPL events and programmes.</p> <p>Pupil evaluations on awareness and impact of revised L&T framework.</p>	<p>CLPL Programme: August 2025– May 2026</p> <p>Staff evaluations – ongoing</p> <p>Pupil evaluations – May 2026</p>

Framework for School Improvement Planning 2025/26

Teachers enhance their shared understanding of pupil progress in the BGE to ensure consistent, reliable assessment judgements that are communicated with and understood by all young people.	<p>BGE moderation activities planned (twice yearly) as part of the whole-school QA calendar.</p> <p>Dept meeting schedule ensures time is given over to departments for BGE moderation activities.</p> <p>Review whole-school policy on BGE moderation.</p> <p>Implement Sharing Good Practices session on BGE moderation.</p> <p>Implement a whole-school approach to learner conversations that ensures young people are aware of progress and next steps.</p>	<p>BGE Moderation return to SLT.</p> <p>DM minutes and actions from BGE moderation activities.</p> <p>Revised whole-school Moderation policy.</p> <p>Attendance at and evaluation of SGP sessions.</p> <p>Quality Assurance of Learner Conversation records.</p> <p>Pupil focus groups and views of Learner Voice Committee.</p>	<p>BGE Moderation return – October 2025</p> <p>Revised whole-school policy – by May 2026</p> <p>QA of learner conversations – Jan & March 2026</p> <p>Pupil focus groups – December and May 2026</p>
Enhance whole school approaches to Digital Learning and Digital Literacy.	<p>Establish a Digital Learning sub-group as part of the L&T SIG.</p> <p>Digital Learning sub-group and Digital Media Committee to undertake an SWOT analysis of Digital Learning.</p> <p>Plan a series of SGP lunchtime sessions based around digital learning with a particular focus on AI to support teacher workload.</p> <p>Digital Media Committee to lead on the creation of a Digital Pupil Toolkit to help prepare young people for the digital world.</p>	<p>Digital Learning SWOT Analysis</p> <p>Attendance at and evaluation of SGP sessions</p> <p>Pupil views on Digital Toolkit.</p>	May 2025

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 3	
School/Establishment	St Ninian's High School
Improvement Priority 3	To raise the attainment and achievement of all learners.
Person(s) Responsible	Garry Mulgrew Martin Thomas PTs Curriculum Support PT Wider Achievement PTs Curriculum

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
<ul style="list-style-type: none"> Improvement in Attainment, particularly literacy and numeracy. Closing the poverty related attainment gap. Improvement in skills and sustained, positive school-leaver destinations for all young people Employability skills 	School Leadership Parent Engagement & Family Learning Curriculum & Assessment School Improvement Performance Information	QI 3.2 Raising Attainment and achievement QI 3.3 Increasing creativity and employability QI 2.2 Curriculum QI 2.7 Partnerships	Priority 3: Tracking and Monitoring Priority 4: Curriculum Priority 5: Partnerships Priority 7: Skills for Learning, Life and Work

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher leaders of SIG and sub-groups. Teacher leadership in the delivery and evaluation of CLPL opportunities. Pupil Empowerment, inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.	Time in collegiate calendar & inset days for CLPL. Time in departmental meeting calendars. SIG time as part of WTA. Funding for visuals around raising attainment policy for all learning spaces.	Parent Information Evenings Family Learning Event: Keeping Up with the Kids Learning to Learn – Study Skills and Preparing for exams sessions.

Framework for School Improvement Planning 2025/26

Expansion of SCQF Pupil Ambassador programme	Effective whole-school tracking and monitoring system and data analysis tools.	
PTs Raising attainment and wider achievement to implement whole-school tracking systems		
Sourcing and development of external partners to supplement curricular offering where appropriate		
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional reading in relation to attainment and achievement	Targeted approaches to literacy and numeracy.	PT Wider Achievement - £8000
Insight data analysis sessions	Promoting a high quality learning experience.	Targeted Supported Study £8000
Staff upskilled in use of data analysis tools to predict and analyse attainment over time	Differentiated support.	
	Use of evidence and data.	
	Employability and skills development.	
	Partnership working.	

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?
Increase the number of learners attaining 5+ @ L6 in S5	Rigorous options process – course selection ratified/alterd in Aug 2025 using SQA results information and SQA progression data. Create timetable with greater flexibility to allow ‘free choice’. Raising attainment School Improvement Group – meetings established in WTA and school calendar.	Statistical analysis of no. of young people who completed 5+ L5 in S4 and converted this to 5 L6 in S5 in previous years. Increase in the number of learners in session 2025-2026 starting with 5 L6 courses. Projected attainment data on S5 5+ Level 6 figure at all senior phase tracking points.	Monitored at senior phase tracking points – Sep 25, Dec 25, Feb 26, March 26. SQA results in Aug 2026. Insight Local Benchmarking Measure: Improving

Framework for School Improvement Planning 2025/26

	Implement whole-school raising attainment policy.	Attendance rates will predict course completion rates. Bi-annual SLT/PT attainment meetings. Insight Local Benchmarking Measure: Improving attainment for all: Highest 20% in S5.	attainment for all: Highest 20% in S5 - Sep 2026.
Improve approaches to raising attainment and targeted interventions in the BGE.	Implement a whole school approach to monitoring and tracking in BGE. Staff CLPL effective use and analysis of BGE tracking data. Devise a programme of appropriate interventions to maximise attainment. Raising attainment School Improvement Group – meetings established in WTA and school calendar. Implement whole-school raising attainment policy.	ACEL data. Attendance rates. Monitoring and tracking data. Staff evaluation of CLPL inputs. Bi-annual SLT/PT attainment meetings.	Monitored at BGE tracking points – Sep 25, Dec 25, Feb 26, March 26.
Improved S6 attainment.	Rigorous options process – course selection ratified/alterd in Aug 2025 using SQA results information and SQA progression data. Create timetable with greater flexibility to allow ‘free choice’. Raising attainment School Improvement Group – meetings established in WTA and school calendar. Implement whole-school raising attainment policy. Increase course completion rates.	SQA results. Monitoring and tracking data. Attendance rates will predict course completion rates. Bi-annual SLT/PT attainment meetings.	Monitored at senior phase tracking points – Sep 25, Dec 25, Feb 26, March 26. SQA results in Aug 2026. Insight Local Benchmarking Measure: Improving attainment for all: S6 Annual Total Tariff points - Sep 2026.

Framework for School Improvement Planning 2025/26

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
Improve leadership, participation and engagement for targeted group of learners from S3.	Targeted group of learners will engage in Columba 1400 residential supported by 4 members of staff.	£12000	Improved confidence and engagement in leading school activities measured through survey prior to and post participation.	December 2025	
Improve Health and Wellbeing	Breakfast Club NET Ministries	£6000 £5000	Improved HWB through across the school measured through use of Wellbeing Assessments, Shine survey and focus groups of learners.	October 2025	
Increased Inclusion and Equity of Learners	Cost of The School Day interventions by Pupil Parliament Uniform Costs reduced through Wellbeing Trolleys	£3000 £2000	Improved engagement and participation by groups of learners	October 2025 December 2025 May 2026	
Raising Attainment of all – particularly those in SIMD 1-3	Residential Study Weekend Study Skills Packs Tree of Knowledge/Live N Learn Interventions SSF Targeted Intervention	£3000 £2000 £5000 £6000	Improved attainment for the targeted groups of learners. Learners have access to all resources in order to feel supported achieve their potential.	Following Prelims - December 2025 and January 2026 December 2025	