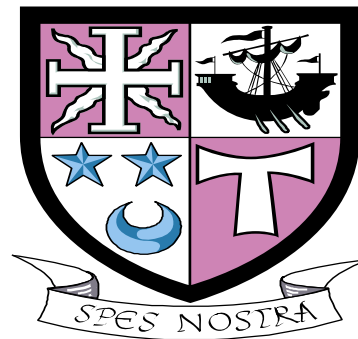


◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Holy Rood RC High School Improvement Plan 2025-26



Holy Rood RC High School Mission Statement

We, the community of Holy Rood High School, inspired and helped by the Holy Spirit, aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community.

We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community. We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self-worth and build the resilience and self-awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupils' gifts, talents and successes for the benefit of others.

We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God-given dignity of all.

<p>Learning, Teaching and Assessment</p> <p>NIF Priority:</p> <p>Improvement in children and young people’s attainment/achievement, particularly in literacy and numeracy</p>	<p>QIs/Themes</p> <p>1.1 Self Evaluation for Self Improvement</p> <p>2.3 Learning, Teaching and Assessment</p> <p>2.5 Family Learning: Engaging Families in Learning</p> <p>3.2 Raising Attainment and Achievement</p> <p>Developing in Faith – Serving the Common Good</p>
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Priority 1	Embed consistent approaches in Learning and Teaching to raise attainment		Overall Responsibility	HT DHT Learning and Teaching SDO Raising Attainment
Tasks	By Whom	Resources	Time	Impact/ Progress
<p>Tracking and Monitoring</p> <p>a) Update Tracking & Monitoring Position Paper</p> <p>b) Implement use of Pupil Tracking analysis tools to track attainment</p> <p>c) Improve attainment in senior phase</p> <ul style="list-style-type: none"> ➤ Target improving S6 attainment in quintile 1 ➤ Target attainment of highest 20% 	<ul style="list-style-type: none"> • DHT L&T/SDO • DHT L&T/SDO • DHT Attainment • SDO, PSLs • DHT Attainment • SDO, PSLs 	<ul style="list-style-type: none"> • Position Paper • Link Meetings • T & M Information 	<ul style="list-style-type: none"> • Dec '25 • Oct '25 • Oct' 25 • Dec '25 	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Consistent and meaningful information is shared with parents, pupils and staff • Staff improve skills using data to identify attainment gap and implement strategies to raise attainment • Staff use tracking information to support raising attainment

<p>learners in S6 and FME</p> <ul style="list-style-type: none"> ➤ Identify barriers to progression and implement interventions for FME pupils in BGE <p>d) Track, monitor and celebrate pupil engagement in wider achievement</p> <ul style="list-style-type: none"> ➤ Analyse participation by equity group 	<ul style="list-style-type: none"> • DHT Attainment • SDO, PSLs <ul style="list-style-type: none"> • DHT Attainment SDO 		<ul style="list-style-type: none"> • Sep '25 <ul style="list-style-type: none"> • Oct '25 	<ul style="list-style-type: none"> • Barriers to participation are identified and strategies implemented to reduce inequity <ul style="list-style-type: none"> • Pupils' achievements are recognised and celebrated
<p>Digital Learning</p> <ul style="list-style-type: none"> a) Gain Digital Schools accreditation b) Incorporate digital learning strategy as part of Learning & Tracking Position Paper c) Create parent/carer guides for apps d) Develop role of digital leaders and embed in all Faculties e) Make effective use of Pupil Voice feedback in digital learning (SLE) 	<ul style="list-style-type: none"> • DHT L & T • Digital Learning Team (DLT) • Edin Learns Team • Framework Fridays • CLS/PSLS 	<ul style="list-style-type: none"> • Digital Learning Strategy • Identified development time • SIG time • CAT • JLT • Inservice Day • Link Meetings 	<ul style="list-style-type: none"> • Dec '25 • May '26 • Oct '25 • Oct '25 • Aug '25 – May '26 	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Recognition of progress in digital learning • Improved knowledge of digital skills enhances pupils' learning experiences • Increased parent confidence in digital literacy • Leadership opportunities enable pupils to develop skills for life and work • Pupils voice informs next steps

<p>f) Build on digital skills through continued professional learning</p>			<ul style="list-style-type: none"> • May '26 	<ul style="list-style-type: none"> • Increased staff confidence in digital literacy
<p>Pedagogy</p> <p>a) Develop Holy Rood Learning Standard</p> <p>b) Use Lesson Evaluation Toolkit to support high quality learning and teaching</p> <p>c) Further develop practice in Differentiation and Effective Questioning, (focus in Sharing Learning Experience)</p> <p>d) Collaboration with Learning Community – focus on moderation of numeracy</p> <p>e) Share good practice in BGE Moderation with a focus on CEC Pupil Tracking levels</p> <p>f) Evaluate BGE course plans to embed coverage of literacy and numeracy benchmarks in BGE</p>	<ul style="list-style-type: none"> • DHT L&T/SDO • L & T SIG, L & T SLWG • L & T SLWG • L & T SLWG • DHT L&T/SDO • Learning Community Teachers, CL Maths and Numeracy 	<ul style="list-style-type: none"> • Faculty Meetings • Faculty Priority Time • Inservice Day • CAT • JLT • Learning Community Plan • Literacy and Numeracy SIG Action Plans 	<ul style="list-style-type: none"> • Oct '25 • Nov '25 • Aug '25– May '26 • Jan '26 • Nov '25 • May '25 	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Consistent approach to Learning and Teaching supports effective practice • Approach to self-evaluation enables school improvement • High quality learning and teaching impacts positively on pupils • Teachers are confident in making assessment judgements • Consistent approach to allocating BGE levels enables pupils to understand progress and next steps • Staff have a shared responsibility to raising attainment in literacy and numeracy

<p>Sustainability: Principles of Laudato si'</p> <ul style="list-style-type: none"> a) Enhance role of Pupil Green Team and S6 Sustainability Ambassadors b) Embed Big 3 Ideas across the school (reduce, re-use and recycle) c) Embed Laudato si' principles in curriculum <p>Embed effective practices in Learning for Sustainability (LfS):-</p> <ul style="list-style-type: none"> a) Create Outdoor Classroom spaces b) Evaluate effectiveness of Outdoor Learning focus weeks c) Embed UN Sustainable Development Goals in all curricular areas 	<ul style="list-style-type: none"> • Sustainability Champion • CL RE • Ethos and Values SIG • All staff 	<ul style="list-style-type: none"> • Faculty Meetings • SIG time • Inservice Day Programme 	<ul style="list-style-type: none"> • Sep '25 • March '26 • May '26 • May '26 • Aug '25 • May '26 	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Pupils and staff contribute to Pope Francis's Encyclical (Ladauto si') • Increased awareness of sustainability issues and leadership skills developed • Positive changes in school and local community • Increased participation in outdoor learning across all curricular areas • Feedback informs future outdoor learning events • Increased awareness and understanding of the UN Sustainable Development Goals and links to learning
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<p>Ensuring Wellbeing, Equality and Inclusion</p> <p>NIF Priority:</p> <p>To improve children and young people’s health and wellbeing</p> <p>To close the attainment gap between the most and the least disadvantaged</p>	<p>QIs/Themes</p> <p>1.4 Management of Resources to Promote Equity</p> <p>2.4 Personalised Support: Universal Support, Targeted Support, Removal of barriers to learning,</p> <p>3.1 Ensuring Wellbeing Equality and Inclusion</p> <p>3.2 Raising Attainment and Achievement</p> <p>Developing in Faith – Promoting Gospel Values</p>
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Priority 2:	Ensure effective systems are in place to promote inclusion and equity for all pupils.		Overall Responsibility	HT DHT Pupil Support
Tasks	By Whom	Resources	Time	Impact/ Progress
<p>Inclusion</p> <p>a) Ensure a commitment to our shared vision in our daily practice through our Mission Statement and key values</p> <p>b) Promote opportunities which will allow pupils to Serve the Common Good</p> <p>c) Refresh staff knowledge of restorative procedures</p> <p>d) Develop curricular pathways at levels 1 and 2 in literacy, numeracy, science and</p>	<ul style="list-style-type: none"> • SLT, Ethos and Values SIG • DHT Pupil Support, SIG, CLS, PSLs • DHT Pupil Support • CL WB/Inclusion 	<ul style="list-style-type: none"> • National Guidelines • Edinburgh Learns Framework • CAT • Inservice • SIG calendared meetings • Developing in Faith – Promoting Gospel Values (SCES Resource) • Net Ministries • Tutor Time 	<ul style="list-style-type: none"> • Oct '25 • Aug '25 • Aug '25 • Aug '25 – May '26 	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Promotion of shared school values • Promotion of positive relationships and inclusion • Staff use consistent practice across the school • Pupils’ needs are supported.

<p>social subjects (Enhanced Support)</p> <p>e) Use the wellbeing indicators to evaluate Health and Wellbeing</p> <p>f) Embed MVP programme in PSE curriculum - investigate possibility of SCQF accreditation for MVP mentors</p>	<ul style="list-style-type: none"> • HWB SIG • MVP Lead and trained staff • CL RE, PSL PSE, PSL Wider Achievement 		<ul style="list-style-type: none"> • Aug '25– May '26 • Aug '25 – May '26 	<ul style="list-style-type: none"> • Pupil Voice impacts positively on health and wellbeing • Pupils have an increased awareness of gender-based violence and how to access support
<p>Attendance</p> <p>a) Review impact of attendance interventions (e.g. role of PSOs)</p> <p>b) Analyse Pupil Tracking data to identify focus groups for targeted support</p> <p>c) Identify strategies to improve attendance for targeted pupils</p> <p>d) Embed Learning Community approach to maximising attendance</p>	<ul style="list-style-type: none"> • DHT Pupil Support • SDO • PSLS • Pupil Support Officers 	<ul style="list-style-type: none"> • Maximising Attendance Policy • Attendance Action Plan • Equity Team Meetings • PSO remits 	<ul style="list-style-type: none"> • Oct '25 • Sep '25 • Oct '25 • May '26 	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Improved attendance, engagement and attainment • Parents in LC are aware of strategies to improve attendance
<p>Equity</p> <p>a) Evaluate PEF interventions</p>	<ul style="list-style-type: none"> • Equity Team 	<ul style="list-style-type: none"> • Equity Team Meetings • PEF Budget • Evaluations of Mentoring Programme 	<ul style="list-style-type: none"> • Aug '25 • Sep '25 	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Effective strategies in place to ensure the cost of the school day is not a barrier to learning

<p>b) Analyse impact of Mentoring Programme</p> <p>c) Introduce updated Mobile Phone Policy</p> <p>d) Introduce enhanced support for Care Experienced pupils</p>	<ul style="list-style-type: none"> • Equity Team • DHT Pupil Support • CL WB/Inclusion 		<ul style="list-style-type: none"> • Aug '25 • Aug '25 	<ul style="list-style-type: none"> • Pupils have equity of opportunity and are supported to meet potential • Consistent approach to mobile phone use • Care Experienced pupils are supported to engage in learning
<p>Equalities</p> <p>a) Embed children's rights (UNCRC) – align with curricular work on UN Sustainable Development Goals</p> <p>b) Gain bronze accreditation for Rights Respecting Schools Award (Learning Community focus)</p> <p>c) Deliver SCES Learning Community Equalities training</p> <p>d) Celebrate events in line with school vision and values</p>	<ul style="list-style-type: none"> • SIG Learning and Teaching • Equalities Coordinator • SDO • UNCRC Pupil Voice Steering Group • Equalities Committee 		<ul style="list-style-type: none"> • May '26 • May '26 • Jan '26 • May '26 	<ul style="list-style-type: none"> • Pupil Voice is used to bring about positive change • Pupils feel listened to and respected in the school community • Staff are supported in knowledge of equalities in the catholic context • Pupils feel included and their voices heard

<p>Curriculum – Learning Pathways</p> <p>NIF Priority:</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>QIs/Themes</p> <p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p> <p>3.3 Creativity and Employability</p>
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Priority 3	<ul style="list-style-type: none"> • Ensure sustained positive destinations for all pupils. • Develop skills for life, learning and work. 	Overall Responsibility		HT SLT
Tasks	By Whom	Resources	Time	Impact/ Progress
<p>a) Increase provision of SCQF pathways at Level 4-7</p> <p>b) Develop SCQF Ambassador programme and work towards silver accreditation</p> <p>c) Develop interactive digital framework on learners' pathways</p> <p>d) Review Senior Phase coursing process</p>	<ul style="list-style-type: none"> • SDO/DHT • DHT/SDO • DHT/SDO • S5/6 PSL • DHT Curriculum 	<ul style="list-style-type: none"> • Pupil Focus Groups • SIG meetings • Careers Education Standard • Course Choice Form • Senior Phase Coursing Information • DYW Coordinator Service Agreement • CEC/Locality DHT meetings. 	<ul style="list-style-type: none"> • Oct '25 – May '26 • Apr '26 • Dec '25 • Sep '25 	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Pupils have access to a wider range of learner pathways • Resources are easily accessible for pupils and parents/carers. Inform choices and next steps • Senior Phase coursing takes account of the Pupil Voice

<p>e) Audit pupil perspective on careers information and progression pathways in vocational and skills-based courses</p> <p>f) Embed the Meta Skills framework consistently across all faculties and increase visibility for all pupils</p> <p>g) Evaluate the impact of Personal Choice in the BGE curriculum</p> <p>h) Investigate opportunities for wider achievement in the curriculum</p> <p>i) Increase IDL courses and experiences linked to sustainability, skills, and rights</p> <p>j) Embed DYW links with all Faculties. Expand employer and third-sector partnerships to enhance curriculum relevance</p> <p>k) Work with CEC to align curricular structure for all S4-6 pupils in the city</p>	<ul style="list-style-type: none"> • DYW Coordinator SLT • DHT/SDO • DHT/SDO • SDO • DYW Coordinator, CLS /PSLS • DHT Timetable 		<ul style="list-style-type: none"> • Sep '25 • Jan '26 • Dec '25 • Feb '26 • Apr '26 • May '26 	<ul style="list-style-type: none"> • Pupils receive their entitlements as outlined within the Careers Education Standard • Pupils benefit from employment/vocational opportunities • Pupils develop career management skills/Skills for life, learning and work • Personalisation and Choice enables pupils to make choices that match their interests, skills and abilities • Pupils are provided with enrichment opportunities in areas which build skills • Supports the development of Meta Skills, employability skills and personal qualities • Partnership working with DYW/SDS leads to pupils gaining positive sustained destinations. • Pupils benefit from broader range of qualification pathways available within locality schools
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