



Glasgow City Council  
**Education Services**  
City Chambers East  
40 John Street  
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# Supporting Improvement: **Education Perspective Report**

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School: Notre Dame High School

Session: 2016/'17

EVALUATIVE STATEMENTS		
Quality Indicator 1.3 Leadership of Change	What are the current strengths in this area? (Evaluative Statements)	What key evidence do you have of improvement in this area? (People's views/observations/data)
Developing a shared vision, values and aims	Almost all staff demonstrate a high level of commitment to ensuring young people are supported to attain and achieve their best. Relationships between staff and pupils are excellent. Senior leaders provide strong leadership grounded in our Catholic ethos and high aspirations for our young people. All members of our school community have the opportunity to actively engage in developing and reviewing our vision, values and aims. All staff are aware of the socio-economic background of our young people and take steps to remove these barriers.	Staff questionnaire on QI 1.3 CLPL records/plans Collegiate working planner School calendar Staff provision of supported study/after school clubs/study weekends Pupil focus groups Parent council meetings/minutes Low level behavior referrals/exclusions
Strategic planning for continuous improvement	All staff are encouraged to lead change and improvement through the PRD process and positive relationships with senior leaders. All staff are leading developments in curricular areas with some unpromoted staff leading school-wide initiatives. Most staff believe that senior leaders are effectively managing the pace of change. Further time has been allocated within the new collegiate working calendar to support professional dialogue.	CLPL records/plans Staff questionnaire on QI 1.3 School calendar/working time agreement 2017/'18 School/Departmental Improvement Plans
Implementing improvement and change	All staff are committed to ensuring equality and justice for all. All staff were involved in shaping the rationale of our curriculum, supported by pupil and parent councils. Our curriculum design was consulted on widely	Classroom observations Low level of discipline referrals Quality assurance policy Staff/departmental reflection on quality indicators Pupil/Parent Council minutes/agenda
What would be your next steps in this area for improvement? <ul style="list-style-type: none"> <li>• Continue to ensure staff have opportunities to lead change and improvement</li> <li>• Further staff commitment to practitioner enquiry in learning and teaching approaches</li> <li>• Ensuring staff have appropriate time for professional dialogue</li> <li>• Continue to review curriculum</li> </ul>		Overall Evaluation  <b>Good</b>

## EVALUATIVE STATEMENTS

Quality Indicator 2.3 Learning, teaching and assessment	What are the current strengths in this area? (Evaluative Statements)	What key evidence do you have of improvement in this area? (People's views/observations/data)	
Learning and engagement	Almost all learners are highly motivated and interact well during activities. Learners take on leadership roles on a regular basis and respond well to the vision, values and aims witnessed to by our staff. Learners have the opportunity to exercise choice at two different points in the BGE. Pace and challenge is appropriate at most stages. Young people contribute to a range of wider activities.	Small amount of referrals/cause for concerns Views of those visiting our school – Positive feedback about learners Pupil Council – Views sought and acted upon Leadership opportunities – Sports Leaders, Pupil Councils, Youth Teams Wide range of extracurricular provision	
Quality of teaching	Most staff share learning intentions and success criteria with learners. A few staff involve learners in the process of determining success criteria for a lesson or sequence of lessons. Most staff make use of appropriate questioning strategies, and some staff provide focused feedback to help learners take ownership of their next steps. Staff regularly share thinking skills with young people.	Focus Period returns S1-S3 Pupils Planners – evidencing recording of intentions Pupil Voice Return on Feedback Pupil Focus groups	
Effective use of assessment	Most departments make use of varied assessment approaches. Some departments have robust procedures for moderation and agreement of standards. Most departments have clear milestones for S1-S3 courses, which provide a reliable measure of progress within curricular areas.	Learning Path details assessment approaches for all sequences of planned learning in the BGE.	
Planning, tracking and monitoring	Almost all staff use the 'Learning Path' to plan learning and track progress in the BGE. Data extrapolated from the learning path allows SfL staff to target individuals who are not yet on track and allows the school to monitor those pupils at risk of not achieving (in line with target group identified using Insight).	Range of available reports detailing pupil progress in all curricular areas. Reports can be extracted for a wide range of subgroups including: EAL, looked after status, SIMD, By class, By teacher, by cohort. SfL target strategy which is based on the extracted data, demonstrating proactive intervention to improve targeted support.	
What would be your next steps in this area for improvement? <ul style="list-style-type: none"> <li>• Review our approach to observing learning and teaching</li> <li>• Broader engagement with digital technology and digital learning (dependent upon an appropriate hardware and software infrastructure)</li> <li>• Better planning in relation to Literacy, Numeracy and HWB benchmarks</li> <li>• Revisit elements of AiFL through GCC Pedagogy and Equity programme</li> </ul>		Overall Evaluation  <b>Good</b>	

## EVALUATIVE STATEMENTS

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion	What are the current strengths in this area? (Evaluative Statements)	What key evidence do you have of improvement in this area? (People's views/observations/data)
Wellbeing	Our school community has a shared understanding of wellbeing. Relationships between staff, parents and pupils are very good. Pastoral Care staff know almost all the pupils in their caseload very well. Behaviour in all classes is excellent. Pastoral Care deliver universal support through our PSSE curriculum. All staff are aware of nurturing principles and a few key staff provide Nurture Clubs for break times to help ensure all pupils feel included. All staff are trained in Restorative Practices. Pupils are included in all meetings regarding their wellbeing and we ensure collaboration with parents, pupils and staff when writing plans. Staff have termly learner conversations with students. All pupils are involved in work that benefits our community, the environment or charities. Partnerships with NHS and Third Sector deliver support programmes to groups and one-to-one counselling for some of our most challenged or vulnerable pupils. There is a wide range of extra-curricular clubs available to meet the holistic needs of all pupils at every age and stage. All staff and pupils participate in whole school celebrations, often led by our young people. Both Pupil and Parent Councils are integral to the revision of policy and processes that are part of school life, all young people are consulted through this forum.	Interviews scheduled in school calendar High numbers of pupil self-referrals Few behaviour referrals/Cause for Concern Pastoral Notes/Bullying & Equalities database report Participation numbers in support groups/extra-curricular activities/Supported Study & Easter Revision Timetables/Targeted Exam Preparation and Homework Clubs. Evaluations of programs with partners e.g. Barnardos ICT curriculum/PSSE course outline/BGE Tracking Database SfL Timetable/WAPs/Case Conference Solution Oriented Minute/Pastoral notes Departmental Additional Arrangements Verification Paperwork SQA AAA Timetable WA Noticeboard/School Newsletter OFA Minutes/Participation Measure Pupil Council minutes / Parent Council minutes
Fulfilment of statutory duties	Staff are annually updated in the delivery of statutory duties and our school policies incorporate all National and Local Codes of Practice with regard to Child Protection and GIRFEC. Communication is very good between staff, parents and pupils. Partnership working with all stakeholders reflects our commitment to improving outcomes for young people. Pupil Support staff ensure that all pupils with additional needs are supported. All Pupil Support staff liaise with colleagues in SWS and Psychological Services and appropriate school staff attend all multi-agency meetings. Our active Parent Council play a valued and integral role in our decision making processes on policy and practice.	Inset Programme and materials/Collegiate minutes Quality Assurance Calendar/SQA Policy Meeting Learning Needs Policy/Child Protection Policy Anti-bullying Policy/Bullying & Equalities Database report Website/School Handbook/Parent Council minutes /Pupil Council minutes Staged Intervention Tracker/Staged Intervention minutes WAPs/Multi-agency Minutes/Partner Agency information for parents and pupils CPD Plans and Records/Remit related self-evaluation/Focus period paperwork Care File/EAL Profiles/Risk Assessments
Inclusion and equality	Our Catholic Ethos is nurturing and inclusive and this is reflected in staff-pupil interactions, pupil participation in religious services, youth groups and charity events. All Pupil Support Staff facilitate and direct	SIMD data/ PEF plan Trip Itineraries and registers/Pastoral Notes Youth Group Displays/Twitter feed/Website/Newsletter

	<p>departments to provide a wide range of supports for pupils with additional needs at every transition stage from P7 to S6 and beyond. We identify vulnerable families who would benefit from financial support, as a result, we were able to support a few young people to access cultural trips and outdoor experiences. Contact details of pupils with ASD are part of an email distribution list to inform parents and carers of events, workshops and courses for young people and their families. For almost all children with ASN, including EAL, there is a highly comprehensive timetable of support for both individualised and general classroom support. All staff are aware of SIMD data and this has supported our plan for Pupil Equity Fund – interventions for targeted young people and groups to improve attainment. All pupils experience Wider Achievement through the curriculum. All pupils and parents from S4-6 are supported through our Senior Transitions Programme. All pupils who are eligible for bursaries are supported through the application process. Opportunities for all Group help ensure that almost all young people achieve a positive and sustained destination.</p>	<p>Staged Intervention Tracker                  Care File                  Bursaries applications: Robertson, Allan Glen, The O'Brien, Medical Insight, Social Mobility Fund                  Pupil surveys and focus group responses                  GDSS Literacy Support/Units of Sound Programme/Collaborative Reports/Deferment Applications/EAL Profiles and Plans</p>	
<p>What would be your next steps in this area for improvement?</p> <ul style="list-style-type: none"> <li>• All Pastoral Care staff become familiar with Case Conference process and consult with departmental colleagues, parents and pupils in the assessment, planning, target setting and evaluation process of WAPs.</li> <li>• All departments engage families to help them understand the curriculum, particularly those with EAL needs.</li> <li>• All Departments engage with SfL or EAL colleagues for advice and strategies to support differentiation for pupils with additional needs.</li> <li>• Access to experience of the work place for all young people at an appropriate time.</li> </ul>		<p>Overall Evaluation</p> <p><b>Good</b></p>	

## EVALUATIVE STATEMENTS

Quality Indicator 3.2 Raising attainment and achievement	What are the current strengths in this area? (Evaluative Statements)	What key evidence do you have of improvement in this area? (People's views/observations/data)
Attainment in literacy and numeracy	<p>Our leavers' figures show an improvement in both literacy and numeracy in 2016, both of which are greater than our virtual comparator. Almost all S4 pupils achieve level 4 literacy and most achieve level 4 numeracy. In S4, both numeracy and literacy figures show a decrease at level 4, however, there is a significant increase in the percentage of pupils achieving level 5 numeracy. This is the result of course planning, class setting and targeted interventions by the Mathematics department. By S5, most pupils achieve level 5 literacy and half achieve level 5 numeracy. In S5, pupil performance in literacy has increased at levels 4 and 5 and numeracy figures have remained steady, both measures remain above our virtual comparator. By S6, almost all pupils achieve level 5 literacy and most pupils achieve level 5 numeracy.</p>	<p>Notre Dame BGE tracking database CfE Levels achieved in literacy and numeracy Insight data Departmental performance review meetings</p>
Attainment over time	<p>Using SQA attainment data, overall performance over time is very good. For a significant time, Notre Dame High School has been among the top performing Glasgow schools, despite SIMD20 figure of 46%. In 2016, pupil performance improved across almost all subject areas. Almost all young people are making very good progress in their learning and building on prior attainment. Almost all staff are making good use of assessment and tracking information to judge progress. Almost all departments regularly engage in discussions around moderation of levels.</p>	<p>Notre Dame BGE tracking database Senior Phase tracking and monitoring data CfE Levels achieved in literacy and numeracy Insight data Strengths include: S4: 57.6% achieved 5+ Level 5 – highest ever achieved S5: 22.9% achieved 5+ Level 6 – highest ever achieved 44.1% achieved 3+ Level 6 – highest ever achieved S6: 23.9% achieved 1+ Level 7 – highest ever achieved. Departmental tracking information Departmental performance review meetings</p>
Overall quality of learners' achievements	<p>PT posts (supported by PEF) have allowed the targeted support of young people to be enhanced. Awards Improvements Group ensured that wider achievements are being recognised and rewarded. Tracking in BGE has been refined to include achievements of young people. Almost all departments have a focus on wider achievement opportunities they can offer which allow young people to build the four capacities. Learners' achievements have been enhanced and developed through appointment of PT Developing Young Workforce, ensuring more young people have had opportunities to engage with employment in a variety of ways – e.g. work</p>	<p>Curriculum rationale Tracking wider achievement Partnership agreements and evaluations</p>

	<p>shadowing/mentoring by workforce employees, CV and application support. Feedback from young people and from partners confirms that they value the opportunity to engage in wider achievement activities and that young people are experiencing quality.</p>		
<p>Equality for all learners</p>	<p>Departments are using Data to ensure robust strategies are accessed appropriately to address equity for young people. Leavers' data shows that most young people from most deprived backgrounds (SIMD40) are performing better than the national picture. BGE Tracking has been enhanced to indicate young people who fall into the category: ARONA. These young people are discussed, as a matter of routine, at Departmental Meetings and through various groups so that targeted interventions can be put in place to ensure both equality and equity is experienced in the community. Almost all young people move into a positive and sustained destination and a range of structures are in place to support this.</p>	<p>PT Raising Attainment - targets specific groups of young people identified as having specific                      PT Tracking &amp; Monitoring - ensuring that young people, failing to reach expected levels of attainment, are identified and supported.                      Support for EAL pupils - ESOL classes                      NP1 lass – tailor-made provision for specific group of young                      School awards programme                      Insight data/Participation measure                      Opportunities for All minutes</p>	
<p>What would be your next steps in this area for improvement?</p> <ul style="list-style-type: none"> <li>• Focus on lowest 20% of pupils in each year group to ensure appropriate progression in learning, ensure all S4 leavers have achieved at least level 3 in literacy and numeracy</li> <li>• Provision for pupils in S6 to ensure progression, particularly in the 1+ Higher group</li> <li>• Continue to develop and refine tracking in Senior Phase to ensure a consistent and robust system</li> <li>• Using the developed strategies to increase Numeracy levels and to ensure that Literacy levels continue to improve</li> <li>• Extend equality for all learners by accessing additional courses/programmes in Senior Phase to meet the needs of pupils.</li> </ul>		<p>Overall Evaluation</p> <p><b>Very Good</b></p>	

EVALUATIVE STATEMENTS		
Quality Indicator Optional	What are the current strengths in this area? (Evaluative Statements)	What key evidence do you have of improvement in this area? (People's views/observations/data)
What would be your next steps in this area for improvement?		<p>Overall Evaluation</p> <p>Excellent</p> <p>Very Good</p> <p>Good</p>
		<p>Satisfactory</p> <p>Weak</p> <p>Unsatisfactory</p>



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## Establishment Profile

Headteacher/Head of Establishment	Mrs Rosemary Martin
Senior Leadership Team	Mr Joe Kane Mrs Elizabeth Henderson Mr David O'Neill
Area/Local Improvement Group	North West LIG 2
Learning Community	Notre Dame/St. Thomas Aquinas
Roll	628 – September Census 2016
FME/SIMD Profile	SIMD20 – 46% FME - 28%
Linked School Trios/Quads	
Key School Partners	Notre Dame/St. Thomas Aquinas Learning Community Psychological Services Lifelink YCSA Glasgow Airport Bank of Scotland
School Awards	

Key School Initiatives	Restorative Practices Duke of Edinburgh Bronze Award John Muir Award Business Partnerships BGE Tracking and Monitoring
Staffing Information	47.1 FTE – September Census 2016
Other information	As an all-girls school, Notre Dame attracts young people from all over Glasgow and beyond. S1 pupils during session 2016/'17 came from over 50 primary schools.
Date of most recent HMI Inspection	November 2009