

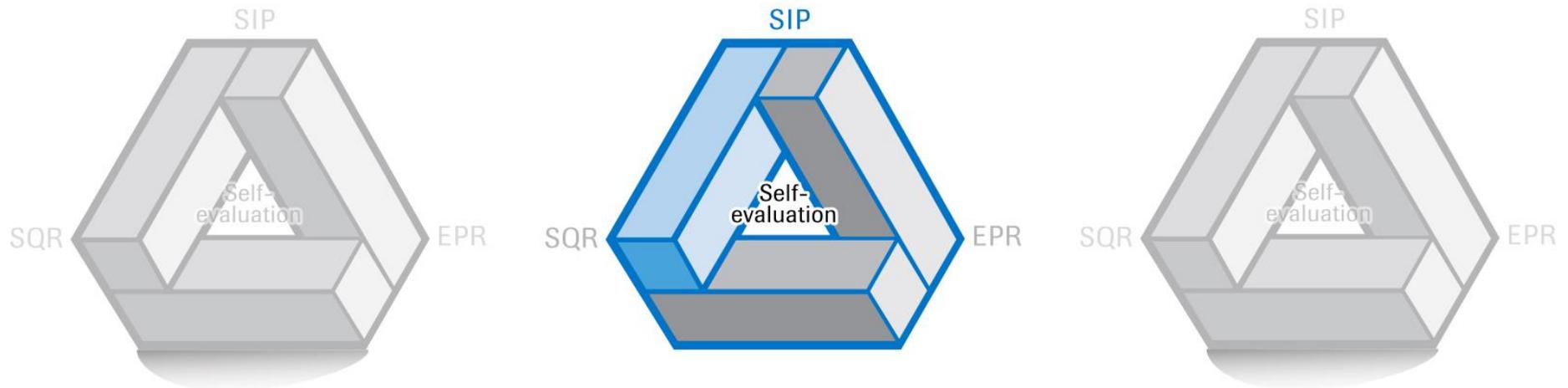


Session 2018/'19

Supporting Improvement: **School Improvement Plan**

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School Improvement Plan

Session: 2018/19

Establishment	Notre Dame High School
Head of Establishment	Rosemary Martin
Area/Local Improvement Group	North West LIG 2
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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims
<p style="text-align: center;">Vision</p> <p>We are Notre Dame, a Catholic High School, welcoming those from all faiths and backgrounds. We provide the highest quality education and support in a community which is inspired by our Foundress, St. Julie Billiart.</p>
<p style="text-align: center;">Values</p> <p>Through the love and compassion of our good God, we nurture growth and enrich the lives of our young people. By displaying mutual trust, respect and tolerance, all pupils are treated equally and with fairness, creating a community where everyone is encouraged to realise their God-given talents.</p>
<p style="text-align: center;">Aims</p> <p>Staff, pupils, parents and partners work together to achieve the following:</p> <ul style="list-style-type: none">• To benefit herself, her family and society, each individual will be provided with what she needs to realise her full potential in;<ul style="list-style-type: none">○ academic studies

1. Our Vision, Values and Aims

- wider achievement opportunities
- spiritual, emotional and physical wellbeing
- Staff are provided with the tools and skills to carry out our vision
- Each pupil will make a positive contribution to society, both now, and in the future
- All young people will reach their planned destination beyond school, meeting their individual goals and aspirations.

2. Summary of our self-evaluation process.

Data

- SNSA data
- Learning Path Tracking and Monitoring
- FOCUS
- CfE Levels, June 18
- SQA results
- Insight update, Feb 18

Observation

- BGE Focus Period returns
- HT lesson observations
- QI 3.1 whole school summary
- QI 2.3 whole school summary
- QI 2.5 SLT review

People's views

- Staff – Inset 5 Agenda - Improvement Planning
- SFL Workers – Improvement Planning meeting around Meeting Learning Needs
- Parent Council
- Pupils – All pupils, S2 – S4, rated Improvement Plan Priorities

2. Summary of our self-evaluation process.

Priorities for development:

1: Improvement in attainment and achievement, ensuring equity for all

- Enhance Learning Path to include robust tracking of S4 progress
- Focus on lowest performing 20% of pupils in all year groups, with particular focus on 1+ Level 6 in S5 – use of PEF funding as required
- Review BGE curriculum with a focus on entitlements
- Continue to provide and promote achievement opportunities for young people with a particular focus on S6 experience, using PEF funding as required
- Use of PEF funding to support Family Learning workshops to meet needs

2: Ensuring highly effective learning, teaching and assessment

- All staff continue to focus on Pedagogy and Equity, cementing formative assessment skills
- Staff and pupils engage with ICT refresh to further adopt digital learning strategies, helping to enhance Learning and Teaching
- A continued focus on ensuring a shared understanding of standards with robust moderation procedures
- Enhance pupils' participation in their learning through quality feedback processes and providing more robust, pupil-centred reports in BGE, directing pupils and parents to next steps
- Literacy – Enhance staff understanding and expertise in promoting reading skills, utilising SNSA results. PEF funded additional staffing
- Numeracy - Utilise SNSA results to enhance staff understanding and expertise in numeracy across the curriculum
- Meeting Learning Needs – differentiation & challenge, enhance staff knowledge and engagement with particular groups & needs

3: Enhance the Health and Wellbeing of school community

- Enhance staff, pupil and families' understanding of mental and emotional health concerns
- Identify emotional and mental health needs across the community in order to develop training and workshop opportunities
- Identify appropriate accreditation to support pupil achievement and staff CLPL
- Utilise PEF funding to engage additional resources and supports for mental/emotional health concerns

3. Action Planning

No.	Quality Indicator	Priority
1	3.2 2.2 2.4 2.5	Improvement in attainment and achievement, ensuring equity for all

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Further implementation of tracking database in S4 Senior Phase, providing robust information on young people's progress to promote interventions with young people and provide accurate progress for parents. This should also reduce bureaucracy by streamlining the tracking process.	Aug – May '19 Tracking and reporting points as per school Calendar	Tracking data at calendared points SLT Tracking meetings (monthly) Young people's target setting – PSSE Parent feedback Pupil feedback
Identification of individuals and groups through tracking procedures, allows staff at all levels to provide targeted support to improve the attainment and achievement of lowest performing 20% of pupils, with particular focus on 1+ Level 6 learners in S5. PEF funding to be used to provide support with study skills and motivation.	Aug – May '19 Sept '18 Jan '19 Mar '19	Insight data Departmental Improvement Plans Departmental Meeting minutes Tracking data matched to SIMD SLT Tracking meetings (monthly)
Review BGE curriculum with a focus on entitlements	Aug – May '19 Nov'18 Feb '19 May '19	BGE Curriculum audit BGE Focus Period Departmental Improvement Plans
Continue to provide and promote achievement opportunities for young people with a particular focus on S6 experience - S6 Leaders across a range of departments and wider school activities with accreditation of leadership activities. PEF funding will be used to support individuals and groups.	Aug – May '19 Nov'18 Feb '19 May '19	Learning Path wider achievement tracking (BGE) Health and wellbeing profiles (PSSE) S6 record of achievement folders Departmental/SLT minutes Additional accreditation evidenced through Insight

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		Pupil feedback/evaluations Participation Measure
Use of PEF funding to plan and implement a programme of Family Learning workshops, primarily focused on families with poorest attendance.	Aug – May '19 Nov '18 Feb '19 May '19	Departmental Improvement Plans Parent questionnaire to identify activities Parent/staff feedback on workshops Attendance at workshops/Parents' Evenings Pupil Attendance

Staff leading on this priority – including partners	Resources and staff development
P Hegarty, PT Raising Attainment & DL0L S Watt, DHT C Harte, PT Raising Attainment Tree of Knowledge D O'Neill & S6 Leadership staff K Drugan (Family Learning) LIG partners	Inset/Collegiate working time New BGE reporting format Notre Dame BGE and Senior Phase Tracking and Monitoring policies Pupil Equity Funding Mentoring programme Health & wellbeing profiles (PSSE) Family Learning Working group/Champions

No.	Quality Indicator	Priority
2	2.3 2.4	Ensuring highly effective learning and teaching and assessment

Tasks to achieve priority	Timescales and checkpoints	Evidence of Impact > (data, observation, views)
Through PEF-funded participation in Teacher Learning Communities focused on Pedagogy and Equity, all staff engaged in a renewed focus on effective learning and teaching.	Aug – Dec '18 Inset 2 Inset 3 Collegiate – Mon 10 December '18	Records of TLC meetings Staff CLPL plans and records Classroom observations Focus Period returns Departmental Improvement Plans Departmental minutes Staff feedback/evaluations Pupil evaluations
Through GCC ICT refresh, all staff and pupils to engage with digital technology update and digital learning strategies to further improve learning and teaching.	Aug – May '19 Nov'18 Feb '19 May '19	Digital Learning Strategy and achievement of priorities Staff and Pupil Digital Ambassador meetings Departmental Improvement Plans Departmental meetings Focus Period observations and returns
A continued focus on ensuring a shared understanding of standards with robust moderation procedures in place in school, locally and in the Learning Community.	Aug – May '19 Nov'18 Feb '19 May '19	Learning Path reports CFE levels – FOCUS Departmental Improvement Plans Departmental minutes Primary/secondary Transition Council minutes
Enhance pupils' participation in their learning through quality feedback processes and providing more robust, pupil-centred reports in BGE, directing pupils and their parents to next steps.	Aug – May '19 Tracking and reporting points as per school Calendar	Tracking data at calendared points Departmental Improvement Plans Parent feedback Pupil feedback Quality Assurance procedures

Tasks to achieve priority	Timescales and checkpoints	Evidence of Impact > (data, observation, views)
Responsibility of All (Literacy) – Focus on reading skills. Utilise expertise of LOL and feedback from SNSA results to support improvement across the curriculum. PEF funded additional staffing to support improvement.	Inset 3 Collegiate – Mon 29 October '18	Departmental Improvement Plans Staff evaluations from training and collegiate work S6 Literacy Leaders PEF impact report
Responsibility of All (Numeracy) – Utilise SNSA results to support improvement in numeracy skills. All departments to contribute numeracy-based questions to support the creation of an S2 Numeracy assessment.	Aug – May '19 Collegiate – Mon 14 January '19	Departmental Improvement Plans Staff evaluations from training and collegiate work S6 Numeracy Leaders
Meeting Learning Needs – further approaches to differentiation & challenge whilst enhancing staff knowledge and engagement with particular groups & needs. Use of PEF funding to support additional staffing.	Aug- May '19 Inset 1 Nov'18 Feb '19 May '19	SfL Worker planning & review documentation Departmental Improvement Plans Departmental Meeting minutes

Staff leading on this priority – including partners	Resources and staff development
Richie McColm, PT L&T & DLOL Pat Hegarty, PT Raising Attainment & DLOL TLC Leaders SfL Department/SfL Workers Frances McGinley (Literacy) Mark Higgins (Numeracy) GCC Leaders of Learning Primary/Secondary Transition Council Learning Community partners	Inset/Collegiate time Notre Dame Digital Learning Policy/Strategy 2018 SNSA results Pupil Equity Fund/Attainment Challenge funding

No.	Quality Indicator	Priority
3	3.1	Enhancing the emotional and mental health of our school community

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Raise awareness of the importance of maintaining positive mental and emotional health	Collegiate – Mon 10 Sept'18 Nov'18	Staff CLPL session evaluations Pupil Case Studies
Identify emotional and mental health needs across the school community	Aug – May '19 Nov' 18 Feb '19 May '19	Consultation papers and related results Focus groups of parents/pupils/staff
Develop training and workshop opportunities for all stakeholders to help maintain positive mental and emotional health	Inset 3	Mental Health First Aid training evaluation and follow-up ACES training evaluation and follow-up
To help ensure all young people are included in education, all staff to undertake training in All Behaviour is Communication	Aug – Mar '19 Collegiate – Mon 10 Sept'18 Inset 3 Collegiate – Mon 11 March '19	Reduced exclusions Pupil and staff feedback
Enhance our support for targeted individuals and groups of young people in PEF funded activities by extending this outreach to families	Aug – May '19 Nov'18 Feb '19 May '19	Pupil and staff evaluations Partner evaluations Family Worker reports

Staff leading on this priority – including partners	Resources and staff development
Aisling Loch, Faculty Head Health & Wellbeing Liz Henderson, DHT Pastoral Care team	Inset/Collegiate Working time Notre Dame CLPL Calendar Partner support for CLPL opportunities

Lifelink The Bethany Trust NHS School Nurse Service	
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