



Glasgow City Council  
**Education Services**  
City Chambers East  
40 John Street  
Glasgow G1 1JL

www.glasgow.gov.uk  
0141 287 2000

# Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

## Our achievements and improvements this year.

As a school, we continue to provide a high-quality experience for our young people in an environment which is rooted in care, support and high expectations.

We would like to highlight the following improvements/achievements made during session 2018/19;

### Raising Attainment and Achievement

By the end of the Broad General Education;

- Almost all S3 young people achieved Third level or better in Numeracy
- Four pupils in S2 completed Level 4 Construction, thanks to our college links
- Period Poverty action group, led by S2 pupils, successfully implemented free sanitary protection. In addition, the girls supported Notre Dame Primary as peer educators.

In S4

- Staff provided a range of additional supports, including regular Saturday morning revision sessions to ensure our young people achieved their best
- A successful programme implemented for young people who were not sitting SQA examinations. This included accreditation in Workplace First Aid.

In S5, coherent and collaborative tracking helped secure improvement in the following key measurements;

- The number of pupils achieving at least one Higher increased again, by almost 7%, the highest number ever in Notre Dame
- The numbers achieving 5 Highers increased again, by almost 8 % to 31%, again the highest achieved in our school.

In S6, coherent and collaborative tracking helped secure improvement in the following key measurements;

- We increased the number of pupils achieving at least one Higher by 2%, the highest figure achieved in Notre Dame High
- An increase of almost 4% gained 3 or more Highers– this figure was 66.7%, again, the highest ever achieved in Notre Dame
- 51.2% of our S6 pupils achieved at least 5 Highers, the highest ever recorded in Notre Dame.

Leavers

- Almost all leavers attain level 4 Literacy and Numeracy
- Most leavers achieve level 5 literacy

- The majority of leavers achieve level 5 Numeracy.

Having reviewed our Learning Pathways, a more flexible provision has been implemented for next session to include access to part-time college courses and further vocational studies in Senior Phase, helping to meet the needs of our community.

**Pupil Equity Funding** supported additional staffing in Literacy, establishing groups of pupils for additional support including reading and spelling. In addition, pupils had the opportunity to extend their learning through the Creative Writing club.

All care experienced pupils have had the opportunity to experience **PEF funded** residential or outdoor learning programmes, helping to build confidence in their learning.

Young people in Notre Dame have the opportunity to gain accreditation in wider achievement opportunities including;

- More young people than ever before achieved their Duke of Edinburgh Bronze Award,
- Ten pupils in S6 enhanced their academic profile by successfully completing Open University short courses
- Pupils with particular skills were presented for further SQA qualifications, e.g. German
- 21 S2 pupils achieved the John Muir Discovery award
- A number of S6 pupils gained their Saltire award for volunteering
- 28 S3 pupils completed the Duke of Edinburgh Bronze Award, whilst all others completed Youth Philanthropy Initiative programme, enhancing their entrepreneurial skills
- 14 S6 pupils completed the Duke of Edinburgh Bronze Award
- All S2 pupils participated in an individual leadership opportunity where they made a valuable contribution to their school community
- Sports Ambassadors and Sports Leaders help deliver programmes which promote health and wellbeing including the S1 Sports Clubs taster day
- 30 S6 pupils from all ethnic backgrounds completed their Caritas award
- Six young people participated in a summer Nuffield Research Placement, designed to promote scientific research as a field for future study

There are a wide range of extra-curricular activities on offer, including;

- Sports clubs
- Peer Mentoring
- Debating
- Book Club
- Homework Club.

#### **Promoting wellbeing, equality and inclusion**

- Young people, staff and parents were fully involved in the improvement process through our Improvement Planning Conference, June 2019
- MCR Pathways now established in school, targeting the most vulnerable young people from S1 – S6. This programme is providing group support, mentors from the business world and talent tasters to support career options
- Young people are benefiting from a range of options and supports in Senior Phase which has ensured 95% progressed to a positive destination
- **PEF supported** Breakfast Club introduced, providing a nutritious and welcoming start to the school day
- More and more pupils in Senior Phase are choosing to pursue alternative pathways whilst remaining at school, including the one and two year Foundation Apprenticeships
- Renewed emphasis on Homework - Parents supportive of the Homework text alert system
- Staff facilitating a lunchtime homework club, ensuring equity for all
- Young people have access to more mental health support through **PEF funded** additional counselling services
- 20 vulnerable young people in S2 participated in a **PEF funded** residential leadership programme, helping to build resilience
- All P7 pupils enjoy a supported transition as a result of the 3-day summer term programme
- Staff training in Adverse Childhood Experiences and All Behaviour is Communication have helped ensure a significant reduction in exclusions
- Support for Learning Workers provide essential additional supports for young people both in and outside classroom – visits to primary schools (transition), nurturing friendship groups through lunch clubs and playground games. This is being supported by **PEF funding** and additional training and a high profile role in classroom support structures.

#### **Learning, teaching and assessment**

- All staff, including Support for Learning Workers, are involved in a learning and teaching strategy which is supporting new ideas, discussion and sharing practice
- Staff completed their training in formative assessment strategies, helping pupils fully engage in the learning experience
- Parents were involved in a consultation around how we report on pupil progress and this has helping shape a more pupil-focused report.

### **Here is what we plan to improve next year.**

#### **1: Providing the highest quality of Learning, teaching and assessment**

- Using Teacher Learning Communities to enhance collaboration, professional learning will focus on;
  - developing more creative approaches, leading to a more engaging pupil experience
  - continue to develop processes and expertise in providing feedback which informs pupils and provides structure for next steps

- Embedding Careers Education Standards, ensuring Notre Dame High can meet young peoples' entitlements
- Enhancing digital literacy for all our stakeholders, allowing young people and their families to more fully access learning in a digital age;
  - Apple Teacher training for our staff linked to Pedagogy and Equity programme
  - Further exploring Microsoft Teams with our staff and pupils, providing a consistent classroom approach
  - Provision of Family Learning workshops, making our parents and carers full partners in their daughter's learning
- Improving consistency in the professional judgment of Notre Dame teachers by engaging in moderation activities in school, within the local authority and within the Regional Improvement Collaborative
- Review approach to Focus Periods and Classroom Observations, providing a comprehensive picture of pupils' learning experience, leading to a high quality programme of professional learning opportunities for staff with due consideration to bureaucracy.

**2: Raising Attainment and opportunities for achievement, ensuring equity for all**

- 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 pupils with English as an Additional Language. PEF funding to be used to provide support with study skills and motivation.
- Whole school focus and promotion of **literacy** to ensure all learners, including those with English as an Additional Language, are making the best possible progress in their learning
- Continue to enhance approaches to Notre Dame's tracking and monitoring procedures to
  - include interventions
  - monitor and track pupil participation in wider achievement opportunities
  - make information available to pupils to support target setting
- Revisit curriculum rationale and model with a particular focus from BGE to S4, ensuring the needs of all young people can be met. Particular emphasis on number of pupils achieving National 5.

**3: Improve the emotional health and wellbeing of our school community**

- Commitment to enhancing the Pupil Voice through the continued implementation of Learning for Sustainability and the introduction of a BGE Leadership Team
- Continue to identify emotional health and wellbeing needs across our school community, implementing a range of targeted interventions to include;
  - Mindfulness
  - Sleep therapy
  - Counselling
  - Therapeutic Befriending
  - Positive Parenting Programme
- Building on the training from last session, support all staff to ensure knowledge and practices around All Behaviour is Communication and Adverse Childhood Experiences are embedded in daily routines

Involve staff, pupils and parents in reviewing our Anti-Bullying policy in light of school stakeholder surveys and national guidelines: Respect for All.

**How can you find out more information about our school?**

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: [Headteacher@notredamehigh.glasgow.sch.uk](mailto:Headteacher@notredamehigh.glasgow.sch.uk)

Our telephone number is: 0141 582 1090

Our school address is: 160 Observatory Road, Glasgow G12 9LN

Further information is available in:

- Newsletters
- School handbook, which can be accessed on our website: <https://blogs.glowscotland.org.uk/gc/ndhs>
- school twitter account @ndhsglasgow.