

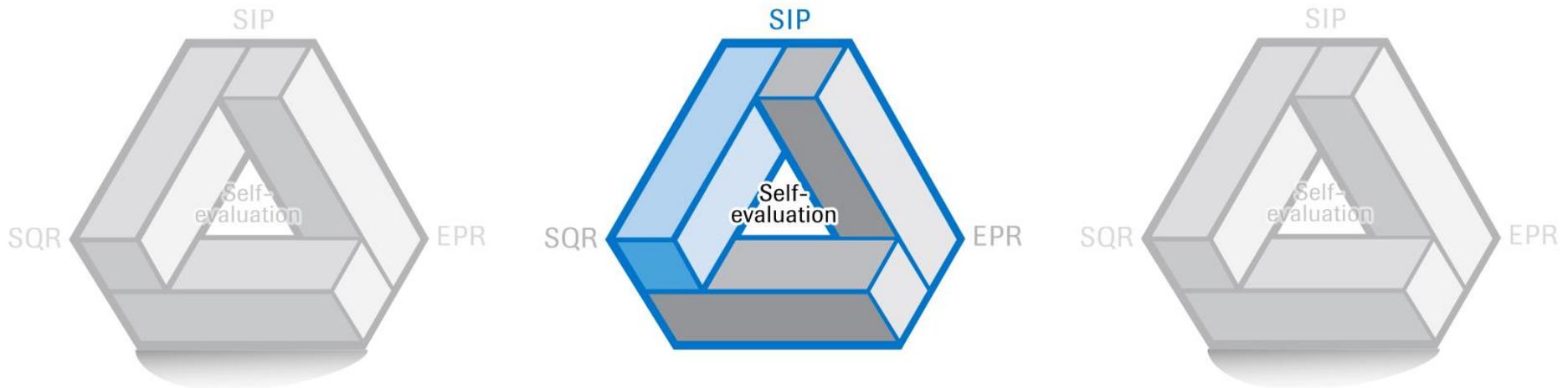


# Notre Dame High School Session 2020/'21 – Recovery

## Supporting Improvement: **School Improvement Plan**

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### Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims
<p><b>Vision</b></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><b>Values</b></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>

## 1. Our Vision, Values and Aims

### Aims

Staff, pupils, parents and partners work together to achieve the following:

- To benefit herself, her family and society, each individual will be provided with what she needs to realise her full potential in;
  - academic studies
  - 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.

The processes around our school's approach to self-evaluation is centred around our Supporting Improvement Calendar. This highlights a range of self-evaluation activities, including those highlighted below, which take place throughout the academic year and involve all stakeholders.

In addition, this year, we held our first Improvement Planning Conference. As well as an invitation to parents, all pupils and staff visited the pupil-led "stalls" which focused on different aspects of our evidence - school data, observations and opinion. All visitors were invited to make comment and identify action points at each. These outcomes have been used to set our priorities for session 2019/2020.

### Data

- SNSA/FOCUS/CfE Levels achieved – discussed with both Maths and English departments and used to inform staff collegiate training
- BGE Learning Path Tracking and Monitoring – monthly meetings with key school staff leads to direct interventions with individuals and groups
- SQA results – discussed with PTs at individual Performance Review meetings, departmental meetings, all staff collegiate training
- Insight update, Feb 2019 – SLT, Extended Leadership Team meetings, departmental meetings
- Local Authority Performance Review Meeting, June 2019

### Observation

- BGE Focus Period returns, June 2019, includes staff self-evaluation, peer visits, PT and SLT visits

## 2. Summary of our self-evaluation process.

- Senior Phase Focus Period returns, December 2018, includes staff self-evaluation, peer visits, PT and SLT visits
- QI 3.1 whole school summary
- QI 2.3 whole school summary
- QI 2.2 whole school summary
- QI 2.4 whole school summary

### People's views

- All Staff – Inset 5 Agenda - Improvement Planning
- SLT - Improvement-focused SLT Meeting
- Staff, all pupils and parents – Improvement Planning Conference, June 2019

All of the above information is used to create our annual Education Perspective Report which details strengths and areas for improvement.

### Strengths identified:

- School ethos as demonstrated in our Vision, Values and Aims which creates an industrious and supportive atmosphere where excellent relationships are nurtured
- Positive and sustained destinations with large percentage of leavers progressing to Higher Education (61%)
- High attainment levels, particularly increasing pattern at Higher and Advanced Higher level
- Approaches to planning for pupils with additional support needs, including Support for Learning Workers

### Priorities for development:

#### 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

## 2. Summary of our self-evaluation process.

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/Reading** 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.

## 2. Summary of our self-evaluation process.

### 4: Recovery, Resilience and Re-connection

- Supporting the wellbeing of all pupils
  - Transitions
  - Identification of pupils requiring additional supports
  - Coping with loss
- Supporting the wellbeing of Staff and their confidence in supporting young people through community activities and individual support
- Learning & Teaching – continue to ensure our focus on staff development and training

### 5: Planning for change to co-education: Notre Dame High welcomes all pupils from associated Primary Schools within the new Learning Community

Build New Learning Community to welcome St Joseph's, St Patrick's and Notre Dame Primary staff, pupils and families.

- Consultation on Uniform
- Consultation on architectural changes to school building

Make suitable arrangements to support learners and their families with the change of Learning Community:

- Awareness raising visits to Primary Schools
- Regular communication with Parent/Carers
- Promotional events (Virtual Open Evening)
- ND Marketing Working Group collaborate with Primary DLOs to establish ongoing communications with pupils and their families

Strategic planning and collaborative delivery of transition experiences for P6 & P7 pupils.

- Curricular working group will liaise with Primary teachers to develop a calendar of departmental visits during the session
- Second Level Transition Council comprising P7 colleagues from every associated Primary will meet throughout session to focus on reading skills.
- Moderation activity with associated primary staff. Time allocated for welcome to primary colleagues - hospitality provided for a 'Getting to know you' event (risk assessed as per Government guidelines at this time).

No.	Quality Indicator	Priority
1	2.3 3.3 1.1 1.2	<b>Article 28: Every child has a right to an education</b> Providing the highest quality of learning, teaching and assessment for Notre Dame's young people

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Using Teacher Learning Communities to enhance collaboration, professional learning will focus on;</p> <ul style="list-style-type: none"> <li>developing more creative approaches, leading to a more engaging pupil experience</li> <li>continue to develop processes and expertise in providing feedback which informs pupils and provides structure for next steps</li> <li>Embedding Careers Education Standards, ensuring Notre Dame High can meet young peoples' entitlements</li> </ul>	<p>TLCs: Inset 2: 13 Aug C 3: Mon 9 Sept Inset 3: 11 Oct Inset 4: Fri 29 Nov Inset 5: 7 Feb Inset 6: 12 Feb C20: Mon 30 Mar C21: Mon 20 Apr Inset 7: 11 May</p>	<p>Pupil surveys/evaluations Staff feedback/evaluations Records of TLC meetings Staff CLPL plans and records Classroom/Focus Period observations Focus Period Departmental and staff returns Departmental Improvement Plans Departmental minutes</p>
<p>Enhancing digital literacy for all our stakeholders, allowing young people and their families to more fully access learning in a digital age;</p> <ul style="list-style-type: none"> <li>Further exploring Microsoft Teams with our staff and pupils, providing a consistent classroom approach</li> <li>Provision of Remote Family Learning workshops, making our parents and carers full partners in their daughter's learning.</li> </ul>	<p>TLCs: Inset 2: 13 Aug C 3: Mon 9 Sept Inset 3: 11 Oct Inset 4: Fri 29 Nov Inset 5: 7 Feb Inset 6: 12 Feb C20: Mon 30 Mar</p>	<p>Pupil surveys/evaluations Digital Learning Strategy and achievement of priorities Staff and Pupil Digital Ambassador meetings Departmental Improvement Plans Departmental meeting minutes Focus Period observations and returns Family Learning Improvement Group minutes Family Learning workshop evaluations</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
	C21: Mon 20 Apr Inset 7: 11 May	

Staff leading on this priority – including partners	Resources and staff development
Sarah Watt Richie McColm Clare McGroarty TLC Leaders Local Improvement Group partners – St. Thomas Aquinas Secondary Knightswood Secondary, Cleveden Secondary.	Notre Dame Digital Learning Strategy Pupil Equity Fund/Attainment Challenge funding Teacher Learning Communities with associated leadership – collegiate working time School Improvement Groups – Inset/collegiate time Access to ipads for all staff GCC Moderation activities

No.	Quality Indicator	Priority
2	3.2	<p><b>Article 29: Education must develop every child's personality, talents and abilities to the full.</b></p> <p><b>Article 31: Every child has the right to relax, play and take part in a wide range of activities.</b></p> <p>Raising Attainment and providing opportunities for achievement, ensuring equity for all young people at Notre Dame High.</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>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.</p> <p>PEF funding to be used to provide support with study skills and motivation.</p>	Monthly	<p>Departmental Improvement Plans</p> <p>Departmental Meeting minutes</p> <p>Tracking data matched to SIMD</p> <p>Heads of Department tracking meeting minutes</p> <p>DHT tracking meeting minutes</p> <p>Learning Path – interventions</p> <p>Young Interpreters' timetables and meeting minutes</p> <p>Insight data</p>
<p>Whole school focus and promotion of literacy/Reading to ensure all our learners, including those with English as an Additional Language, are making the best possible progress in their learning.</p>	Aug 2019 – May 2021	<p>BGE FOCUS data</p> <p>Insight data</p> <p>Learning Path</p> <p>Literacy Improvement Group minutes</p> <p>PEF funding evaluation linked to literacy</p> <p>Young Interpreters' timetables and meeting minutes</p>
<p>Continue to enhance approaches to Notre Dame's tracking and monitoring procedures to;</p> <ul style="list-style-type: none"> <li>include interventions</li> </ul>	<p>Interventions- September 2019</p> <p>Wider</p> <p>Achievement -</p>	<p>Learning Path includes up to date</p> <ul style="list-style-type: none"> <li>wider achievement details</li> <li>Interventions, based on tracking meetings</li> </ul> <p>Pupil knowledge of performance and participation – focus groups</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>monitor and track pupils' participation in wider achievement opportunities</li> <li>make information available to pupils to support target setting.</li> </ul>	December 2019	
Revisit curriculum rationale and model with a particular focus from BGE to S4, ensuring the needs of all our young people can be met whilst raising attainment. Particular emphasis on number of pupils in S4 achieving National 5.	Aug 2019 – May 2021	Curriculum Design Improvement Group minutes Pupil Focus Group minutes Pupil Council minutes Parent Council minutes

Staff leading on this priority – including partners	Resources and staff development
Chris Harte Patrick Hegarty PT Wider Achievement Curriculum Design Improvement Group Sarah Watt David O'Neill Frances McGinley	PEF Funding/Attainment Challenge Membership of Improvement Groups with time allocated from Collegiate/Inset Interrogation of Insight data and associated training Visits to other establishments

No.	Quality Indicator	Priority
3	3.1	<p><b>Article 13: Every child must be free to express their thoughts and opinions</b></p> <p><b>Article 24: Every child has the right to the best possible health</b></p> <p>Improve the emotional health and wellbeing of our school community</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Commitment to enhancing the Pupil Voice through the continued implementation of Learning for Sustainability and a focused Pupil Council	Aug – May 2021	<p>Learning for Sustainability Steering Group minutes</p> <p>Pupil Council minutes</p> <p>Pupil survey results</p> <p>Pupil Focus Groups</p>
<p>Continue to identify emotional health and wellbeing needs across our school community, implementing a range of targeted interventions to include;</p> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Sleep therapy</li> <li>• Counselling</li> <li>• Therapeutic Befriending</li> <li>• Positive Parenting Programme.</li> </ul>	Aug – May 2021	<p>Wellbeing Improvement Group minutes</p> <p>Survey results</p> <p>Evaluations of pupil activities</p> <p>Evaluations of parent activities</p> <p>Partner evaluations/evidence of impact</p>
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.	Aug-May 2021	<p>Pupil demerit reviews</p> <p>Exclusions</p> <p>Staff survey</p>
Involve staff, pupils and parents in reviewing our Anti-Bullying policy in light of school stakeholder surveys and national guidelines: Respect for All.	Aug-May 2021	<p>Updated Anti-Bullying policy</p> <p>Anti-Bullying Improvement Group</p>

Staff leading on this priority – including partners	Resources and staff development
Elizabeth Henderson D O'Neill E Collins C Cassidy Learning for Sustainability Steering Group minutes Wellbeing Improvement Group	School Improvement Groups – time allocated during collegiate /Inset Partnership with Central Parenting Team Staff training on RespectMe, as appropriate

No.	Quality Indicator	Priority
4	3.1	<p><b>Article 3: The best interests of the child must be a top priority in all decisions and actions</b></p> <p><b>Article 12: Respect for the views of the child</b></p> <p><b>Article 13: Every child must be free to express their thoughts and opinions</b></p> <p><b>Article 24: Every child has the right to the best possible health</b></p> <p>Recovery, Resilience and Re-connection: Anticipating and responding to the needs of Notre Dame High School community, August 2020</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Supporting the wellbeing of all pupils:</p> <ul style="list-style-type: none"> <li>• Transitions <ul style="list-style-type: none"> <li>○ Important induction events for all pupils to help re-engage, ensure understanding of new/revised procedures.</li> <li>○ Invitation to lunch and wellbeing event for former S6 and their families</li> <li>○ Induction/celebration event for new first year, connecting with primary schools</li> </ul> </li> <li>• Identification of pupils requiring additional supports <ul style="list-style-type: none"> <li>○ Individual risk assessment, as required</li> <li>○ Pupil questionnaire on individual supports and generic activities to support a return to school</li> <li>○ Closely monitor attendance in the short and medium term to identify disengagement</li> </ul> </li> <li>• Coping with loss <ul style="list-style-type: none"> <li>○ PSSE to have a reconnection focus</li> <li>○ RE curriculum aligned to provide all pupils with</li> </ul> </li> </ul>	<p>Aug 2020</p> <p>Dec 2020</p> <p>Dec 2020</p> <p>Aug 2020 Oct 2020</p> <p>Aug – Dec 20</p> <p>Aug 2020 Aug 2020</p>	<p>Pupil Focus Groups</p> <p>Staff feedback</p> <p>Risk Assessment updates</p> <p>Parent Council minutes</p> <p>Pupil Council minutes</p> <p>Being Me App data</p> <p>Attendance data</p> <p>Pastoral Notes</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
spiritual support		
Support the wellbeing of Staff and their confidence in supporting young people through community activities and individual support; <ul style="list-style-type: none"> <li>• All staff wellbeing experience – Inset 1/2- focus on loss, recovery and supporting pupils back to school</li> <li>• Individual risk assessment (as required)</li> <li>• Fortnightly staff meeting (interval) to review and discuss progress</li> <li>• Facilitate counselling service for staff</li> </ul>	Aug 2020 Aug 2020 Aug – Dec 20 Aug – Jun 21	Joint Negotiating Group minutes Inset feedback
Learning & Teaching – continue to ensure our focus on staff development and training <ul style="list-style-type: none"> <li>• Focus on blended learning model to support absent pupils and in preparation for further local COVID-related issues</li> </ul>	Aug – Jun 21	Extended Leadership Team minutes Departmental Meeting minutes SLT Minutes Professional Review Plans

Staff leading on this priority – including partners	Resources and staff development
SLT Pupil Support Team RE Team, Archdiocese of Glasgow Psychological Services (materials) Sr. Gail Taylor, SND, Educational Psychologist Bethany Trust Lifelink Richie McColm, PT Learning & Teaching	GCC Connected Learning resources, e.g. One Note Being Me App PEF funding

**Priority 5 has been added in August 2020 for the benefit of SLT and the Transitions Working Group**

No.	Quality Indicator	Priority
5	2.6	<p><b>Article 3: The best interests of the child must be a top priority in all decisions and actions</b></p> <p><b>Article 12: Respect for the views of the child</b></p> <p>Planning for change to co-education: Notre Dame High welcomes all pupils from associated Primary Schools within the new Learning Community</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Build new Learning Community to welcome St Joseph's, St Patrick's and Notre Dame Primary staff, pupils and families.</p> <ul style="list-style-type: none"> <li>• Consultation on Uniform</li> <li>• Consultation on architectural changes to school building</li> </ul> <p>Make suitable arrangements to support learners and their families with the change of Learning Community:</p> <ul style="list-style-type: none"> <li>• Awareness raising visits to Primary Schools</li> <li>• Regular communication with Parent/Carers</li> <li>• Promotional events (Virtual Open Evening)</li> <li>• ND Marketing Working Group collaborate with Primary DLOs to establish ongoing communications with pupils and their families</li> </ul> <p>Strategic planning and collaborative delivery of transition experiences for P6 &amp; P7 pupils.</p> <ul style="list-style-type: none"> <li>• Curricular working group will liaise with Primary</li> </ul>	<p>Oct 2020</p> <p>Sept 2020 Oct 20-May 21 Oct 2020 Sept 20-May 21</p>	<p>Uniform consultation results data</p> <p>Parent/Carer returns to Hub</p> <p>Risk Assessment (for transition visits) P6 &amp; P7 Pupil Evaluations Parent Evaluations Staff feedback Website, Twitter and Instagram posts and followers</p> <p>Transition to Co-Ed working group minutes</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>teachers to develop a calendar of departmental visits during the session</p> <ul style="list-style-type: none"> <li>• Second Level Transition Council comprising P7 colleagues from every associated Primary will meet throughout session to focus on reading skills.</li> <li>• Moderation activity with associated primary staff. Time allocated for welcome to primary colleagues - hospitality provided for a 'Getting to know you' event (risk assessed as per Government guidelines at this time).</li> </ul>	<p>Sept 2020</p> <p>Oct 20-May 21</p> <p>Inset 4 – Feb 21</p>	<p>Parent Council minutes (associated Primaries &amp; NDHS)</p> <p>Pupil Council minutes</p> <p>Transition Council minutes</p> <p>Inset Day staff evaluations</p> <p>Risk Assessment of event</p>

Staff leading on this priority – including partners	Resources and staff development
<p>E Henderson, DHT S1/2 &amp; P7 Transitions</p> <p>Transition to Co-education Working Group (comprises of Marketing, Uniform, Curricular sub-groups)</p> <p>Marketing Lead – Ingrid Evans, Business Dept</p> <p>Uniform Lead – Kevin Drugan. Maths Dept</p> <p>Architecture Lead – Rosie Martin, Head Teacher</p> <p>Curricular Lead – Owen McCarthy, English Dept</p> <p>Pupil Support Team</p> <p>MCR Pathways Coordinator</p> <p>S6 Office Bearers &amp; S6 Leadership class</p> <p>Former pupils of associated Primary Schools</p>	<p>Teams on iPads</p> <p>School website and Social media (Twitter and Instagram)</p> <p>PEF funding</p> <p>Staff visits to associated primaries</p> <p>Moderation activities</p>