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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.

Session 2019/20 ended disappointingly for our young people as a result of the Coronavirus pandemic. Pupils in Senior Phase did not have the opportunity to undertake their SQA examinations and instead, were rewarded with the estimates produced by their class teachers. The school had a rigorous approach to moderating these estimates, helping to ensure that pupils were not disadvantaged by these unprecedented circumstances. Meanwhile, pupils in S1-S3 were working from home from March – June, supported by their teachers digitally through Microsoft Teams.

Despite these challenges, we would like to highlight the following improvements/achievements made during session 2019/20

Raising Attainment and Achievement

In S4, key staff met regularly to discuss progress and target supports as required;

- Staff provided a range of additional supports, including regular supported study to help target those pupils requiring additional support
- Alternative pathway for pupils in S4, allowed a group of young people to attend college on a part-time basis, achieving a vocational qualification as well as Level 4 Steps to Work award
- 64% of the year group achieved at least five National 5 qualifications
- Additional qualifications for pupils with particular strengths, e.g. in additional foreign language
- One pupil achieved a Higher in Gaelic
- One pupil succeeded in ten National 5 qualifications, studying for an additional three in her own time

In S5, coherent and collaborative tracking helped secure improvement as follows;

- Despite a 15% drop at National 5 in S4, this year group managed to achieve 30.9% success at five Highers
- Less than 1% difference in the number of pupils achieving four Highers

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

- An increase in every measure was realised for this group
- We increased the number of pupils achieving at least one Higher by 11%, the highest figure achieved in Notre Dame High
- An increase of almost 4% gained 3 or more Highers– this figure is 70.9%, the highest ever achieved in Notre Dame

- 56.4% of our S6 pupils achieved at least 5 Highers, again, the highest ever recorded in Notre Dame
- 30% of our sixth year pupils achieved success at Advanced Higher level study, excellent preparation for further and higher education

Leavers

Key staff from Pupil Support, Career Advisor and Home School Liaison Officer work together to help ensure young people transfer to a positive destination.

- 72% of our leavers progressed to Higher Education – the highest ever achieved at Notre Dame High
- 4% of leavers were not in a positive destination but staff continue to work with them to achieve success.

Further vocational studies in Senior Phase are helping to meet the needs of our community, e.g. Photography, Retail studies and Creative Industries.

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;

- 21 S3 pupils completed the Duke of Edinburgh Bronze Award, whilst all others completed Youth Philanthropy Initiative programme, enhancing their entrepreneurial skills
- In S4, 5 pupils completed the Bronze award, whilst 6 achieved Silver Duke of Edinburgh. 2 pupils received a certificate of achievement
- Four S6 pupils completed their Silver Duke of Edinburgh Award
- Eight S6 pupils completed the National Navigation Award Scheme (NNAS), achieving Bronze Award
- Two S3 pupils won £4000 for St. Margaret of Scotland Youth Group from the Wood Foundation “Your Community Fund”
- Two 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. Urdu and Gaelic
- 13 S6 pupils received training through the Young Interpreter Scheme, using their skills and knowledge to support learners new to English
- 25 S6 pupils from all ethnic backgrounds completed their Caritas award
- Four young people participated in a summer Nuffield Research Placement, designed to promote scientific research as a field for future study
- Four S6 pupils achieved the Mark Scott Leadership for Life Award
- All S3 pupils participated in the Dynamic Youth Award for their St Patrick’s Day fundraising
- A group of four S2 pupils won the Glasgow Go4Set STEM challenge
- All S1 pupils had the opportunity to complete the Children’s University award scheme – seven pupils achieved their Bronze Award with two achieving Gold Award status
- Sports Ambassadors and Sports Leaders help deliver programmes which promote health and wellbeing including the S1 Sports Clubs taster day

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

- Sports clubs
- Young Interpreters
- Pupil Council
- Children’s University
- Youth Teams
- Peer Mentoring
- Debating
- Period Poverty group
- 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. Session 2020/21 sees the school continuing to focus on these improvement targets as a result of COVID19
- Support for families cemented through our Senior Phase Family Learning event (Sept 19) and Teenage Parenting Workshops
- Digital Weekly Pupil Bulletin distributed through Teams to ensure inclusion, Pupil Voice and effective communication
- Staff accompanied by two parents attend the annual Autism Conference
- 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 93.3% progressed to a positive destination
- **PEF supported** Breakfast Club provides 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
- Despite COVID lockdown, all P7 pupils enjoy a supported transition visit to the school in June 2020, with nine pupils benefiting from an enhanced transition visit
- 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

- Staff leadership of Teacher Learning Communities is helping all teachers improve their approach to digital learning, helping to realise our digital learning strategy.
- Using Microsoft Teams as a successful platform during the period of remote learning
- All classroom teachers achieved Apple Teacher status
- All staff, including Support for Learning Workers, are involved in a learning and teaching strategy which is supporting new ideas, discussion and sharing practice
- Notre Dame staff supporting the West Partnership provision of remote learning through the e-Sgoil learning platform

Here is what we plan to improve next year.

As a result of the COVID19 lockdown, session 2020/21 sees the school continuing to focus on the following improvement targets;

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/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.

To ensure we help young people, staff and parents re-engage successfully with school, all stakeholders have agreed to including the following targets to this year's Improvement Plan;

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).

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

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
- Instagram account: @ndhs_gla