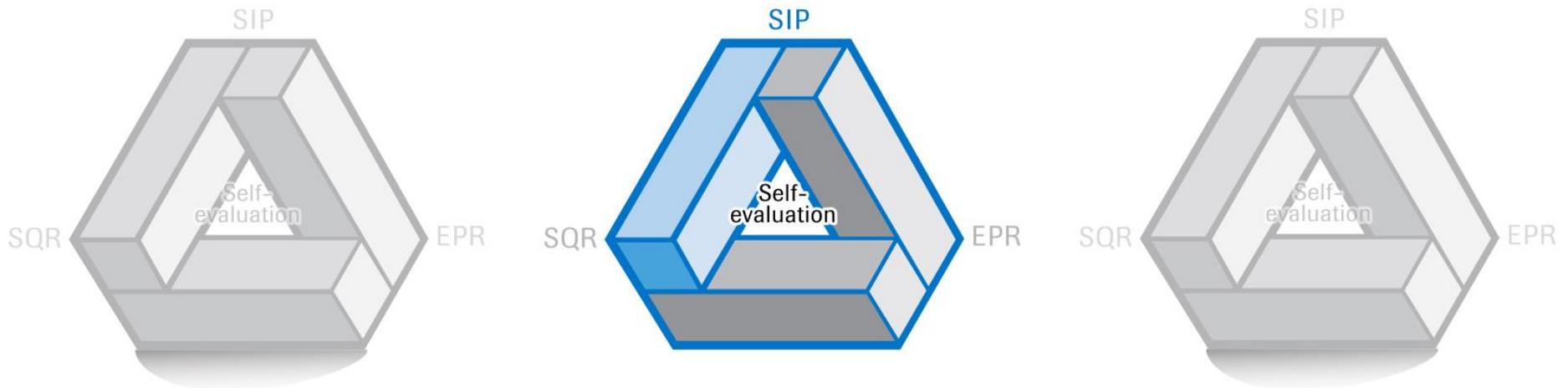




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Supporting Improvement: **School Improvement Plan**



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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims
Vision
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.
Values
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

1. Our Vision, Values and Aims

God-given talents.

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.

A group of key staff have been involved in the Learning Organisation programme, in partnership with Tapestry, and this has impacted on our work, particularly around our Improvement Planning process for this session. As we are about to embark on a significant change to co-education, the group felt it was important to take a longer-term view to identifying our ambitions for the school by 2026 (first group of boys reach S6). The document ND26 provided a range of data around our school profile and attainment and was the catalyst for the Improvement Planning discussions.

Using Inset Day time, Parent Council and Pupil Council meetings, all stakeholders have been involved in identifying our ambitions for the next five years and creating a road map to achievement.

Alongside this work, a pupil steering group has been exploring How Good Is OUR School, in particular the themes on Health and Wellbeing and Relationships.

Other evaluative work includes;

2. Summary of our self-evaluation process.

- Psychological Services staff questionnaire on staff needs (moving to co-ed)
- Staff and parent consultation on Reporting processes
- HGIOurs parent evaluations on relationships
- HGIOurs pupil evaluations on health and wellbeing
- Evaluations of remote learning
- Consultation with parents around all aspects of school provision during COVID lockdown and phased return to school
- Widescale consultation on uniform – staff, pupils, parents, associated primaries

These outcomes have been used to set our priorities for session 2021/2022.

Data

- FOCUS/CfE Levels achieved – discussed with both Maths and English departments and used to inform staff collegiate training
- BGE Learning Path, SEEMIS and GCC/BGE 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
- “We Are Notre Dame” document with school profile and attainment data

Observation

- Headteacher participation in Remote Learning lessons
- HT classroom visits to Probationer staff
- Usual classroom observation schedule was halted by COVID restrictions

People’s views

- All Staff
 - Inset 5 Agenda (June 2021) - Improvement Planning – “We Are Notre Dame”/ND26 5-year plan
 - Change to co-ed (staff needs)
 - Remote Learning evaluations and next steps
- SLT - Improvement-focused SLT Meetings
- Learning Organisation core group discussions
- Pupils
 - Uniform consultation

2. Summary of our self-evaluation process.

- HGIOurs health and wellbeing
- “We Are Notre Dame” planning for improvement – Pupil Council
- Parents
 - HGIOurs Relationships evaluation
 - Parent Council ND26 discussion and minute
 - Uniform and Parents’ Evening consultations

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

Strengths identified:

Nurturing relationships – pupils are well supported, encouraged and respected

Spiritual Dimension of school is strong – supports provided to help deal with loss

School ethos – sense of community/family, calm, supportive, purposeful atmosphere

Cultural Diversity – range of cultures is celebrated

Individuality is promoted and supported

Pupil Attainment, particularly in S5; 89% achieving 1 Higher and 32% achieving 5 Highers

Attendance and exclusions are good but no complacency

Learning & Teaching – staff commitment and expertise in digital learning, use of Teams, live lessons, recordings, support for pupils

Staff development

- Morale is high – enjoy working at ND
- always looking to improve, adapt well to change e.g. lockdown learning
- range of staff involved in pupil wellbeing supports, e.g. sleep, art therapy, ASD parent group

Popular school across Glasgow - pupil numbers are increasing with 142 Placing Requests for S1

Leavers destinations and ambitions of young people, including 71% of pupils moving to Higher Education – highest in City

Inclusion

- Help and support provided to pupils, teaching and non-teaching
- Support for parents
- Commitment to enhanced transitions, even during COVID
- Range of additional supports/expertise from SfL department

Curriculum

- Promotion/uptake in STEM subjects

2. Summary of our self-evaluation process.

- Online teaching; understanding and support of staff.

Priorities for development:

1: Providing the highest quality of Learning, teaching and assessment to raise attainment and ensure equity

2: Providing the most effective support for pupils, including those with Additional Support Needs

3: Enhancing school ethos and relationships with due consideration to transition as co-educational establishment

4: School Improvement through effective self-evaluation

3. Additional Monies Spend Summary of Consultation Processes

Our school **Finance Committee** meet regularly throughout the year.

Learning Community Headteachers – discussion of the GCC Recovery Finance Planning document (April 2021) at LC meetings and possible uses. Primary HTs supported the proposal to appoint a primary practitioner for transitional work and promoted the post to their school staff.

Parent Council – discussion of “We are Notre Dame” document highlighted parents’ opinion of strengths and development areas.

Pupil Support Staff – identification of pupils from S1 – S6 (session 2020/2021) who require additional curricular or wellbeing supports post COVID.

Primary Transition programme – highlighted groups of young people from P7 (session 2020/2021) who require additional support in literacy, numeracy, wellbeing post COVID.

Pupil Council – Having examined the “We Are Notre Dame” document with our Pupil Council, the group identified strengths and areas for development (minutes taken). Their priority was to focus on young people’s emotional wellbeing to support Recovery and also to encourage pupils to remain active through clubs and activities.

Rationale for Spend:

Recovery Budget

The initial meeting of the school Finance Committee helps identify and agree the use of PEF funding and targeted activities for the year ahead

3. Additional Monies Spend Summary of Consultation Processes

whilst follow-up meetings review the spend and agree further requests for support from PEF funding. Over the last two sessions, we have explored the desire to appoint a primary practitioner to support our pupils at transition stage and in lower school. This year, we have been successful in this appointment - Recovery budget of £56 620 to be used for Transition Teacher with remainder coming from PEF funding.

Pupil Equity Funding

We will continue to use PEF funding to improve literacy, numeracy and health and wellbeing in line with our practice over the past five years as follows;

- Additional Support for Learning staff to work with young people from S1 – S4 on improving literacy/numeracy skills
- Support Duke of Edinburgh award, providing young people with nationally recognised wider achievement
- Outdoor learning experiences to support resilience and social skills
- Enhanced counselling provision to support emotional wellbeing
- Staff involved in enhanced tracking and monitoring processes and the provision of additional study supports.

In addition, this year, we need to utilise our PEF funding as follows;

We will use our PEF funding to focus existing and new PT posts in meeting our priorities for those young people in SIMD40.

Measures/Evidence for Impact (data, observation, views):

1: Working with groups of young people to provide targeted interventions. Use literacy/numeracy trackers at first and second levels to measure incremental improvement in achievement of level. Tracking data reflects improvement.

2: Improve access to the curriculum for targeted group of pupils through a focus on subject-specific vocabulary. Initial and follow-up assessments will demonstrate increased vocabulary acquisition.

3: Introduction of Scotland Reads to support role of SfLWorkers. Improvement in reader's perception will demonstrate improved pupil confidence. Evaluation of SfL Worker training highlights improved confidence and success of programme.

4: Number Talks programme with Maths department.

5: Support with Transitions – targeted group and individual interventions in associated primary schools with P7 pupils. Strategies to include those detailed in 1 - 4 above.

6: Provision of training for English and Maths staff TBC. Pre and post evaluations will reflect improved staff expertise in supporting lower ability pupils.

4. Action Planning

No.	Quality Indicator	Priority
1	2.2 2.3	Providing the highest quality of Learning, teaching and assessment to raise attainment and ensure equity <i>Article 28: Right to education Article 29: Goals of education</i>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
A Practitioner Enquiry approach to Teacher Learning Communities will allow individual staff the opportunity to focus on aspects of pupil learning linked to Pedagogy and Equity	Inset 2 – 13 Aug Coll – 30 Aug Inset 3 – 8 Oct Coll – 29 Nov Coll – 17 Jan Inset 4 – 16 Feb Coll – 25 Apr Inset 5 – 5 May	Trio visits PRD paperwork TLC evaluations Evaluative feedback from pupils and staff.
Focus on learners within the lowest attaining 20% in S3 – S4.	Tracking points – school Calendar	Percentage of pupils achieving 5+ Levels 3 and 4 Pupil evaluations Tracking meeting minutes
Learning and Teaching policy to be agreed and implemented by all staff.	Coll – 8 Sept Inset 3 – 8 Oct Coll – 16 May TBC	TLC Agenda and feedback Improvement Group minutes Pupil Council opinion Parent opinion Partner opinion Agreed Policy
Support BGE review with focus on the S3 experience and the S3 Profile	Coll – 8 Sept Inset 3 – 8 Oct Coll – 16 May	Improvement Team minutes highlights strengths and areas for development Evaluations from pupils, parents, staff

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
	TBC	Revised S3 Profile and approach
Departments to focus on assessment and moderation in BGE, beginning with S1 curriculum. By adopting the Moderation Cycle approach to planning, regular tracking in progress, breadth, depth, challenge and application will be enhanced.	Aug – June 22	Learning Path data on curriculum and assessment approaches Returns from PTs PT meetings with HT – minutes Departmental moderation outcomes and evidence Departmental Improvement Plan and progress Departmental Meeting minutes
Improvements in numeracy through a joined up approach to learning & teaching approaches across departments, potential curriculum harmonising and peer teaching.	Coll – 8 Sept Inset 3 – 8 Oct Coll – 16 May TBC	Improvement Group minutes Staff evaluations and actions for improvement Subject time plans revised as appropriate.
Promotion of Learning for Sustainability through Steering Group lead activities in relation to COP26, Children’s Rights, Eco School and Laudato Si’ School.	Aug – June 22	LfS group minutes Pupil participation in wider achievement opportunities

Staff leading on this priority – including partners	Resources and staff development
R McColm, PT Learning & Teaching Sarah Watt Mark Higgins – Numeracy Nuala Walsh – Transition David O’Neill – LfS PEF staff	Time for meetings Collegiate time Finance Pupil Equity Funding Building the Curriculum suite of documents

No.	Quality Indicator	Priority
2	2.4 2.5 2.6 3.1	Providing the most effective support for pupils, including those with Additional Support Needs <i>Article 24: Every child has the right to the best possible health</i> <i>Article 29: Education must develop every child's personality, talents and abilities to the full.</i> <i>Article 31: Every child has the right to relax, play and take part in a wide range of activities.</i>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Implementation of Nurture as a more formal support for young people <ul style="list-style-type: none"> Establish a Nurture and Inclusion Group of staff (teaching and non-teaching) Creation of a Nurture base for delivery of Nurture and a range of other supports including Seasons for Growth, Social Skills Training for staff on nurturing principles 5 and 6 and nurture-driven practice 	Aug – June 22	NIG agenda and minutes. Staff evaluation on training in nurture principles 5 and 6. Views of young people and parents involved in Nurture base Boxhall Profiling
Maintain focus on pupil wellbeing <ul style="list-style-type: none"> Recovery – Comprehensive extra-curricular provision and PEF-funded additional counselling services will help support school work-related anxiety and help young people remain active. 	Aug – June 22	Counselling waiting lists reduced Pupil evaluations Counselling partner progress and evaluations Range of extra-curricular provision and uptake Pastoral Care meeting minutes Pupil Bulletin
Recovery <ul style="list-style-type: none"> Recovery funded Transition Teacher to help support 	Aug – June 22	Literacy/numeracy trackers at first and second level demonstrate incremental improvement in

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
recovery in literacy and numeracy with pupils in P7/S1/S2		achievement of level in P7 and S1/2. Tracking data reflects improvement. Initial and follow-up assessments will demonstrate increased vocabulary acquisition. Improvement in reader's perception will demonstrate improved pupil confidence. Evaluation of SflWorker training highlights improved confidence and success of programme. Number Talks programme.
Enhance family supports and learning through; <ul style="list-style-type: none"> • Creation of ASD Parent Group • Identification of staff expertise in providing parent workshops/courses • Targeted family supports (SIMD 40) – allowing families to learn together and helping families provide support for children at home • Revisit Cost of the School Day to include a particular focus on PE kit • Improve invitations for parental presence at school events • Review approach to Parents' Evenings • Workshop on digital learning solutions. 	Aug – June 22	Attendance at Parent workshop events Parent questionnaire results Parent workshop evaluations ASD group minutes Revised Parents' Evening layout with evaluations highlighting success Agreement on PE kit in line with COSD.

Staff leading on this priority – including partners	Resources and staff development
P Kelly and NIG staff L Dunn – Pupil Support partners Emma MacDonald, Action for Children, Bethany Trust – counselling services	Time Finance Recovery funding Collegiate time

A Loch – HWB PEF staff	Twilight Learning Calendar Leaders of Learning materials – Glasgow Counts, Literacy for All, Number Talks Nurture training
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No.	Quality Indicator	Priority
3	1.2 1.3	Enhancing school ethos and relationships with due consideration to transition as co-educational establishment <i>Article 13: Freedom of expression Article 15: Freedom of association</i>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Review school Vision, Values and Aims ensuring these reflect our community	Coll – 8 Sept Inset 3 – 8 Oct Coll – 16 May TBC	Improvement Group minutes Pupil Council minutes Consultation returns from all stakeholders – staff, pupils, parents, partners Revised VVAs agreed
Commitment to providing leadership opportunities for all <ul style="list-style-type: none"> • Pupil Council – capacity building to support confidence, resilience and leadership skills • Staff <ul style="list-style-type: none"> ○ Range of staff with specific leadership tasks to support improvement matched to SIMD40 ○ Professional Coaching for SLT and volunteer staff ○ Programme of in-house twilight workshops to support professional learning ○ Professional reading/discussion group to support CLPL 	Aug – June 22	Pupil Council minutes Pupil Council evaluations of training ELT agenda and minutes ELT evaluation of areas for development this session. Range of staff involved in professional coaching Evaluation of leadership sessions with Teachmindset Twilight Training Calendar, attendance and evaluations Reading group attendance and evaluation.
Revisit policy and practice in relation to Promoting Positive Relationships to include school's approach to the celebration of successes and achievements (Awards process)	Coll – 8 Sept Inset 3 – 8 Oct Coll – 16 May TBC	Improvement Group minutes Revised PPR policy agreed Revised approach to Awards and celebrating success

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Creation of pupil Equalities group to <ul style="list-style-type: none"> • Work with Learning Community to create a shared policy on Equalities • Design activities to promote school's cultural profile 	Aug – June 22	Learning Community HT meetings – minutes and agenda Equalities policy Consultation feedback from all stakeholders Range of activities which promote cultural profile

Staff leading on this priority – including partners	Resources and staff development
Teachmindset N O'Neill/E Collins – Equalities Promoting Positive Relationships Improvement Group	Time for meetings – collegiate and during the day

No.	Quality Indicator	Priority
4	1.1 1.2	School Improvement through effective self-evaluation <i>Article 28: Right to education Article 29: Goals of education</i>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Implement refreshed approach to self-evaluation linked to the Professional Review process	Coll – 8 Sept Inset 3 – 8 Oct	PRD paperwork and guidance Range of Improvement Groups
Develop and implement Validated Self-Evaluation approach to classroom observations	Coll – 16 May TBC	Improvement group minutes Range and engagement in voluntary training and leadership training opportunities
Review approach to self-evaluation at school/department level		Evaluation of VSE approach Range of resources developed to support self-evaluation
Refine ND Supporting improvement Policy and Calendar of activities.		Revised Improvement Calendar/policy

Staff leading on this priority – including partners	Resources and staff development
R Martin SLT Self-Evaluation Improvement Group	Collegiate time for meetings HGIOS4 HGIOurs