

#### Context of the Establishment:

## Our Establishment

Notre Dame High School is a six-year Roman Catholic secondary school situated in the centre of Greenock. The school serves the communities of central, west and east end of Greenock. The current school roll is 903. The school teaching staff compliment is 64fte which currently includes a Senior Leadership Team (SLT) of 5. The SLT consists of Head Teacher, three substantive Depute Head Teachers and one Depute Head Teacher whose cost is met through Pupil Equity Funding (PEF). There are 11 Pupil Support Assistants. They are also supported by a school Business Support Officer and 7 clerical staff. The Scottish Index of Multiple Deprivation (SIMD) identifies pupils from SIMD1 to SIMD9 who attend the school; 49% of pupils come from SIMD 1-2, with 39% living within SIMD1. Over time the school has welcomed several families where English is an additional language. There are, at present, 42 pupils who are care experienced and 276 pupils identified as having Additional Support Needs. Approximately 32% of pupils have a free meal entitlement. The Stella Maris Department is part of the school community and serves secondary pupils with communication and language difficulties from across Inverclyde.

## Vision, Values and Aims



**A COMMUNITY OF LEARNING  
AND FAITH, BUILT UPON  
LOVE AND AMBITION**

## NOTRE DAME HIGH SCHOOL

### Belief

We aspire to live by the Gospel Values, each and every day.

We believe in ourselves and in each other.

We support and encourage each other to be the best versions of ourselves.

### Perseverance

We strive to develop our God-given talents to the best of our abilities.

We respond to challenges with determination and resilience.

We are confident in seeking support to help us achieve and progress.

### Respect

We are kind, caring and respectful of ourselves and others.

We value positive relationships and they are at the centre of all that we do.

We are an important part of our school and wider community and take pride in it.

## Establishment priority 1:

### NIF Priority

Improvements in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children and young people

### NIF Driver

Assessment of children's progress

Performance information

### HGIOS/ELC QIs

1.5 Management of resources to promote equity

2.3 Learning, teaching and assessment

### UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

### **Outcome:**

- By October 2022, all Senior Phase learners will be in appropriate SQA courses which will provide appropriate progression and challenge to meet learners needs
- By December 2022, a target group of S4 learners, impacted by poverty, can identify the strengths in their learning, understand their next steps and access support
- By June 2023, the following S3 Numeracy and Literacy targets will be achieved – poverty related Writing gap reduced by 3% and Numeracy gap reduced by 5%
- By June 2024, all teacher professional judgements (primary and secondary staff) at third and fourth level will be robust and lead to next steps in learning

### **PEF used to support closing the gap:**

- Targeted Supported Study sessions and residential study weekend
- Targeted study resources for Senior Phase
- Bespoke curricular pathways

### **Progress and impact of outcomes for learners:**

- Most departments are now open to promoting flexibility and creativity within the curriculum. There are a range of bespoke curriculum pathways for a targeted cohort of young people:
  - Sports Pathway
  - Stepwell
  - Steplink
  - RigArt
  - Parklea
  - Belville St Gardens
  - John Muir Award
  - Duke of Edinburgh
  - SCQF qualifications
- Tracking data, including SNSA data, was used in the Senior Phase to ensure that S4 learners were challenged to fulfil their potential in terms of achieving 5+ qualifications at level 4 or 5 as appropriate. Additional supports were put in place to support any 'off-track' learner who, with holistic interventions, could achieve 5@5 or 5@4. Additional supports were also offered to LAC/CEYP/SIMD 1-3 students who were at risk of not achieving their 5@5 or 5@4 potential. Students who were estimated to achieve multiple band 7 or 8 at N5 level (and therefore at risk of not achieving 5 full qualifications at any level) were also targeted to complete additional N4 qualifications.
- Almost all young people leaving school in the past five years achieved a SCQF level 4 qualification in literacy and numeracy with most learners achieving a SCQF level 5 qualification. The percentage of young people leaving with a level 5 numeracy qualification

in 2021.22 increased by 10% from the previous year. Performance of literacy and numeracy at level 4 & 5 remains slightly below the VC though leavers in S5 & S6 literacy and numeracy levels are in line with the VC.

- Although overall BGE Literacy and Numeracy targets have not been met, targeted cohorts of learners engaged in literacy and numeracy interventions in BGE supported by 'recovery' staffing. Baseline data indicates an improvement in literacy and numeracy levels for these learners. This targeted approach also improved confidence and resilience levels for these young people who have now identified that they feel more confident in their literacy and numeracy skills and are engaging more in their learning
- The English and Maths department are involved in moderation with our associated primary schools and a few departments engage with West Partnership or National moderation with the SQA.
- English and Maths departments consistently participate in authority and West Partnership moderation. Earlier this year, PTs of English and Maths also led cluster moderation and CLPL on level 3 literacy and numeracy with our associated primary schools. The PT English delivered CLPL based on 'Literacy: Responsibility for all' at level 3 and 4 to all NDHS staff

**Next steps:**

- ✓ Reduce the poverty related attainment gap in literacy and numeracy by reviewing pedagogy and BGE curriculum. Ensuring planned collegiate approaches with cluster colleagues
- ✓ Review of whole-school BGE curriculum (Year 1) to ensure high quality of learning and engagement throughout
- ✓ A consistent approach to the effective use of pupil voice should be implemented across the school community
- ✓ Launch of 'This is How We Do It Here' document which incorporates Relationships and Learning, Teaching and Assessment policies
- ✓ Introduction of BGE Tracking and monitoring system at both whole-school and departmental level

**Establishment priority 2:**

|   |   |
|---|---|
| <p><u>NIF Priority</u><br/>Improvement in children and young people's health and wellbeing</p> <p>-</p> <p><u>NIF Driver</u><br/>Assessment of children's progress<br/>School Improvement</p> | <p><u>HGIOS/ELC QIs</u><br/>3.1 Ensuring wellbeing, equality and inclusion<br/>2.7 Partnerships</p> <p><u>UNCRC</u><br/>Article 2 (Non-discrimination):<br/>Article 4 (Protection of rights):</p> |
|---|---|

**Outcome:**

- To increase the attendance for most pupils living in SIMD 1-2 to a minimal of 80% by June 2023.
- To reduce exclusion rates by 10% by June 2023
- A targeted group of learners (S4 and S5) impacted by poverty will see an increase in motivation which leads to an increase in attendance

**PEF used to support closing the gap:**

- Additional DHT to lead strategically on Well-being, Equality and Inclusion
- Increased wellbeing supports through partnership working with 'Man On', Action for Children and Rhys McColl
- MCR Pathways Co-Ordinator

→ Cost of the school day including 'Magic Breakfast' provision

## Progress and impact of outcomes for learners:

→ Reduction in exclusions by 50%, from 60 in 21/22 to 30 in 22/23. Senior leaders recognise that this is due to pupils being more engaged with the wider curricular offer that is more accessible to young people as well as the enhanced wellbeing support provided by partners.

### Case Studies

#### Attendance

| Forename | Surname | Year/Stage | SIMD Band | Looked after            | Free Meals (in receipt of) | Other ASN | Oct '22 | Nov '22 | Dec '22 | Jan '23 | 23-Mar | May '23 | 23-Jun | Notes/Interventions             |
|----------|---------|------------|-----------|-------------------------|----------------------------|-----------|---------|---------|---------|---------|--------|---------|--------|---------------------------------|
| Pupil    | A       | S4         | 18        |                         | No                         | Yes       | 75      | 77.55   | 77.61   | 77.98   | 78.26  | 81.88   | 83.64  | PTG - attendance strategy       |
| Pupil    | B       | S1         | 2         |                         | Yes                        | No        | 81.25   | 84.69   | 74.63   | 74.4    | 77.83  | 82.55   | 81.52  | ManOn                           |
| Pupil    | C       | S3         | 2         | Previously looked after | Yes                        | Yes       | 98.75   | 97.96   | 95.52   | 85.71   | 87.39  | 87.92   | 88.18  | (May 94%)/MCR/Wellbeing officer |
| Pupil    | D       | S2         | 1         |                         | Yes                        | Yes       | 71.25   | 69.39   | 67.16   | 80.95   | 78.26  | 80.54   | 81.82  | Wellbeing Coach                 |
| Pupil    | E       | S1         | 2         |                         | No                         | Yes       | 85      | 87.76   | 84.33   | 79.76   | 81.3   | 82.21   | 83.33  | ManOn/CLD                       |
| Pupil    | F       | S1         | 14        |                         | No                         | No        | 88.75   | 90.82   | 89.55   | 88.69   | 89.57  | 88.93   | 90     | ManOn                           |
| Pupil    | G       | S1         | 3         |                         | Yes                        | No        | 95      | 85.71   | 88.06   | 89.29   | 92.17  | 91.28   | 91.52  | ManOn                           |
| Pupil    | H       | S1         | 16        |                         | No                         | No        | 96.25   | 96.94   | 82.84   | 85.12   | 89.13  | 88.93   | 89.7   | ManOn                           |
| Pupil    | I       | S2         | 1         |                         | Yes                        | No        | 87.5    | 85.71   | 84.33   | 83.93   | 84.35  | 87.25   | 88.48  | Wellbeing Coach                 |
| Pupil    | J       | S2         | 2         |                         | Yes                        | Yes       | 90.79   | 91.49   | 87.69   | 85.37   | 87.61  | 88.44   | 89.26  | Wellbeing Coach                 |
| Pupil    | K       | S2         | 4         | Previously looked after | Yes                        | No        | 96.25   | 96.94   | 97.76   | 97.02   | 97.83  | 97.99   | 97.88  | CLD                             |
| Pupil    | L       | S3         | 1         |                         | Yes                        | No        | 95      | 95.92   | 90.3    | 86.9    | 88.26  | 89.6    | 90.3   | Wellbeing Coach                 |

#### Motivational Profile

- Pupil M Issue: very anxious. Intervention: Programme of work with Wellbeing Officer on developing helpful strategies. GMWP score increased from 145 to 170.
- Pupil N: Issue: peer issues and low self-esteem. Intervention: Wellbeing Officer. GMWP score increased from 165 to 180.
- Pupil O: Issue: isolation, low mood and self-esteem. Intervention: Wellbeing Officer. GMWP score increased from 143 to 152.

→ Our attendance strategy and approaches continue to develop and improve outcomes for learners. We monitor the attendance of all learners, ensuring that they are included, engaged and involved in the life of the school has involved the use of the attendance tracker as well as regular meetings with pastoral care staff and year heads with a focus on attendance. Working with parents to improve attendance has been a focus of this work e.g. 'Attendance Matters' document.

### Next steps:

- ✓ Continued focus on attendance to include increased cluster working
- ✓ Increase awareness of the variety of wellbeing supports available for stakeholders and clear mechanisms for young people to access these supports
- ✓ Further development of BGE PSE to ensure that curriculum meets current context of young people
- ✓ Introduction of Senior Phase PSE (Year 1) to S6 pupils
- ✓ A clear and consistent approach to equalities to be embedded in the culture, ethos and curriculum of the school
- ✓ Increased promotion of range of learner pathways available with young people and their families

### Establishment priority 3:

#### NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people

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#### NIF Driver

School Improvement  
Performance information

#### HGIOS/ELC QIs

2.6 Transitions

3.3 Increasing creativity and employability

#### UNCRC

Article 3 (Best interests of the child):

Article 29 (Goals of education):

#### **Outcome:**

- By June 2024, learners initial and sustained destinations will have increased
- By June, 2024, targeted learners who are impacted by poverty initial and sustained destinations will have increased

#### **PEF used to support closing the gap:**

- Engagement with a range of partners to provide alternative curricular pathways out with Notre Dame High School
- Alternative 'in house' curricular pathways
- Funding to support outdoor learning
- DYW Co-Ordinator

#### **Progress and impact of outcomes for learners:**

- We are continuing to develop a more strategic approach to ensuring that almost all learners achieve a positive destination on leaving school. 16+ data is used to identify school leavers and then along with attendance and engagement data, those most at risk are offered additional support via SDS and DYW. Pupils who have an Additional support need, are a young carer or are care experienced are given consideration in this process.
- We have a range of valued partners who help us support the young people's wellbeing: ManOn; Action for Children; Barnardos; MCR Pathways; School health; Educational Psychology; Wellbeing officer; Wellbeing Coach; DYW; SDS; ICOS as well as outside partners at Stepwell Cookschool; Rig Arts and West College Scotland.
- Almost all young people remain at school until S6. Our initial leaver destination figure was 93.92%, which is lower than the VC and Inverclyde. However, the follow leaver destination figure is 96.3%. Those young people who are not in a positive destination are carefully tracked and supported by NDHS, SDS and the Inverclyde Post-School Team.
- Young people are developing their awareness of the range of post-school pathways that are available to them through targeted work by school staff and through planned approaches with partners including West College Scotland and universities.

#### **Next steps:**

- ✓ Further development of tracking and monitoring system which focuses on sustained and positive destinations. Clarity of roles and responsibilities of all staff feeds into this system.
- ✓ Further development of 16+ data to ensure timely and appropriate support for all young people.
- ✓ Development of skills framework to ensure all young people secure a positive and sustained destination.
- ✓ Continue to build partnerships with employers to impact on our curricula.

## Data

### Key Strengths:

#### School

- ✓ The highly effective leadership of the Head Teacher, supported by the extremely committed SLT, which has resulted in improvements in many areas. This change has been well paced and judged wisely, being mindful of staff.
- ✓ The highly positive relationships between staff and young people which has created a nurturing ethos where pupils feel cared for and safe.
- ✓ The well-mannered young people who take a pride in their school.
- ✓ The strong sense of community which reflects both the Gospel Values and those recently agreed across the school. The school's vision and values are now well embedded across the whole school community.
- ✓ Staff's deep understanding of the young people and their differing needs and, as a result, approaches taken to support, working alongside a range of partners with whom they have formed strong relationships.
- ✓ The development of staff leadership roles giving a sense of empowerment to drive forward change with a particular focus on high-quality learning and teaching. This is having a positive impact, evidenced in the quality of the majority of lessons.
- ✓ The work done to ensure that almost all senior phase young people leave school with a qualification in literacy and numeracy.
- ✓ The broad range of achievements celebrated, tracked and shared widely across the whole school community.
- ✓ The support and range of experiences offered through transition from primary into secondary, noting the strength of the enhanced transition offer within the Stella Maris Department.

### Key Priorities:

#### School

- Develop a more structured, systematic approach to planned change to ensure that the whole school community are included and empowered.
- Develop more robust approaches to self-evaluation which will inform future planning, taking in the views of all stake holders and ensure they understand the actions as a result of this.
- Review leadership opportunities in the Broad General Education (BGE) to ensure that all young people have the opportunity to develop as leaders and contribute to the life and work of the school.
- Principal Teachers should continue to work with staff on tracking in the BGE and senior phase, looking through a variety of lenses to improve outcomes for all learners.
- Develop pupil voice across the whole school, building on the strong work of the Pupil Council, to ensure that all young people are heard, and their views considered.
- Continue to develop the curriculum across the whole school, with a particular focus on equality and diversity.
- A continued focus on moderation and achievement of a level, working with cluster schools, will further clarify teacher professional judgements by ensuring a deeper understanding of standards.
- Continue to develop the good practice already started in gathering and recording pupils' wider achievements both from within and out with their school experience

## National Improvement Framework Quality Indicators

### 1.3 Leadership of change

**Good**

#### Key Strengths:

- ✓ The rigorous drive to ensure that the school community has a clear ownership of the refreshed vision, values and aims of the school.
- ✓ The Head Teacher and SLT's effective management of the pace of change in the school. There is a strong sense of collective responsibility within the change process.
- ✓ The Head Teacher, staff and partners' deep knowledge and understanding of the pupils in the school. They work effectively with parents and partners to ensure the best outcomes for all pupils

#### Key Priorities:

- Implement a more systematic and robust approach to self -evaluation.
- Review and improve approaches to gathering the voice of all pupils.
- Increase opportunities for pupil leadership within the BGE.
- Continue to protect time for middle leaders to engage in effective professional dialogue to further effect change, especially in partnership with the Stella Maris Department.

### 2.3 Learning, teaching and assessment

**Good**

### Key Strengths:

- ✓ The school's vision, values and aims which underpin the strategic improvement priorities around learning, teaching and assessment.
- ✓ The implementation of The Notre Dame High School Lesson Charter which provides clarity and a shared expectation of all pupils and staff.
- ✓ Positive relationships resulting in a calm and focused learning environment.
- ✓ The quality of learning, teaching and assessment in most lessons.
- ✓ Effective moderation in the senior phase leading to increased staff confidence in agreeing standards.
- ✓ The S3 Skills Academy which offers young people the opportunity to develop skills for the future, progressing into the senior phase

### Key Priorities:

- Continue to review and revise the learning, teaching and assessment cycle in the BGE across the curriculum.
- Continue to review impact of 'The Notre Dame High School Lesson' charter.
- Develop greater consistency of high-quality learning, teaching and assessment experiences for all young people.
- Increase opportunities for moderation activities within the Broad General education (BGE) at school, cluster, local authority, and national level.
- Develop a strategy which enables pupils to articulate their own skills development and a mechanism for tracking skills progression.
- Senior leaders should ensure that the effective practice in identifying and supporting specific cohorts of learners is more consistent across the school.



- ✓ The positive, supportive relationships which is increasing learner engagement, leading to improved outcomes for young people.
- ✓ The range of effective provisions to support the mental wellbeing of young people.
- ✓ The highly effective planning and partnership work evident via the Joint Support Team (JST) structure.
- ✓ The high-quality support for young people during P7/S1

#### Key Priorities:

- Develop opportunities for pupil voice to be captured and considered across the whole school.
- Develop an approach to equalities and diversity that can be embedded within the ethos, culture and curriculum of the school.
- Develop clarity of impact of wellbeing interventions on attainment/engagement.
- Continue to develop the senior phase Personal, Social and Emotional (PSE) curriculum including planning towards positive destinations.
- Continue to develop the school's attendance strategy.

### 3.2 Raising attainment and achievement/Securing children's progress

Choose an item.

#### Key Strengths:

- ✓ The significant improvements made in BGE literacy and numeracy outcomes as a result of targeted interventions aimed at closing the poverty related attainment gap.
- ✓ The range of opportunities provided for young people to experiencing success in addition to the core curriculum offer.
- ✓ The increase in pathways and range of SCQF courses offered to young people across the school, which through use of Pupil Equity Funding is impacting positively on outcomes for young people

#### Key Priorities:

- Continue to further reduce the poverty related attainment gap particularly in third level numeracy and across all measures at fourth level.
- Review the BGE curriculum to ensure appropriate pace, challenge and progression into the senior phase.
- Explore opportunities for school and cluster moderation to develop staff confidence in making TPJs for Achievement of a Level.
- Ensure that level 4 data correlates with S4 presentation levels.
- Further develop and implement a process to track participation in wider achievements more fully across the BGE and Senior Phase at departmental and whole school level.

### English Department

- Re-established links with our cluster Primary schools through Transition visits. We hope to take forward an initiative next year where we'll plan, prep, teach, assess and moderate a piece of work with P7 teachers.
- We represented Inverclyde during the West Partnership Moderation process for Literacy at Level 3 and 4. We received very positive feedback from the colleagues who scrutinised our judgements.

- Estimates & presentations for Nat 5 and Higher English exams (and ACEL in S3) remain high. This is no mean feat considering the amount of disruption faced with multiple and prolonged staff and pupil absences.
- The highest number of presentations for Advanced Higher English ever (or certainly in recent years)
- Development and successful implementation of BGE resources focused on COP26

### **Math's Department**

As a department we feel we show by example the values of our school:

#BeliefPerseveranceRespect.

Last session we managed to capture attainment early with the S3 recovery classes where they have worked on Nat 3 and in some cases Nat 4 Numeracy.

In S4 the addition of an extra class really helped the classes to settle and focus on achieving the appropriate levels.

The National 5 Applications class grew in numbers and is now gaining a higher profile with more pupils looking at this as a realistic alternative to Nat 5 Maths. This is an area we will look to develop moving forward.

In the senior phase we worked closely with SLT and Guidance to get pupils at risk of not achieving in to complete assessments to ensure they gained a qualification in Maths.

Last year we had the biggest number of pupils presented for Advanced Higher Maths.

The creation of a new class as S3 move to S4 will hopefully help pupils who are looking to pass Nat 5 Maths at a grade C.

Having the opportunity to visit the primary schools again this year will help with the transition for the new S1 pupils.

A real success this year has been the work done with the Stella Maris class.

As a department we have been involved in moderation- in school, with our partner school (Inverclyde Academy), authority level and West Partnership.

Recognising days and events such as Pi Day, Numeracy Day and Maths Week is an area we have been involved in.

We are continuing to develop the use of social media.

S6 pupils helping in S1 and S2 classes was re-introduced this year. This tends to become less successful once the UCAS forms are in!!!

As a department we continue to support the school in all areas e.g. supported study, Easter school, magic breakfast, interval supervision, lunch supervision and extra-curricular activities.

We support colleagues who are trying to implement new initiatives e.g. Lockerbie Manor.

### **Music Department**

NDHS Cluster Concerts (instrumental & vocal);

P7 Transition Lunchtime Concert for pupils;

Choir supporting liturgy at Glasgow University Mass and school liturgical events throughout the year;

Panto before Christmas;

Advent Musical Performances every day till 25<sup>th</sup> Dec from the 1<sup>st</sup> Dec 2021;

Great participation in the Inverclyde "Young Musician of the Year" competition;

Trip to see WSSO (West of Scotland School's Orchestra);

Inverclyde Woodwind Competition - many high placed pupils;

Pupils accepted to RCS for Musical Theatre;

Pupils accepted to RCS Junior Conservatoire;

Pupils accepted for NYOS Jazz Orchestra;

Various successes in S2 with Pop Projects and Battle of the Bands competitions in class;

Talented pianist awarded piano to promote attainment;

Implemented BGE Music Technology course to encourage progression;

Started covid-recovery process with instrumental tuition taking shape once more;

Promoted music through a wide array of extra-curricular activities such as Orchestra, Junior Band, Keyboard Club, Concert Band etc.;

Supported pupils in preparation of external exams such as ABRSM.

## **PE Department**

This year saw the return of regular Paisley and district schools' football along with the Scottish cup. We had teams entered at U13's, U15's & U18's. Our U13's narrowly missed out on a league playoff spot; however, they did play in the St Mirren Cup final unfortunately losing out to a very strong St Ninian's team. Our U15's were successful in making it to the league playoff final and despite a dominant performance also lost out to St Ninian's. The U18's made it to the semi-finals of the St Mirren cup but were unable to progress to the final.

Our U16 girl's football team competed in the Spar Future stars competition and were successful in winning the Inverclyde competition. They progressed to the regional finals at Toryglen where they managed a 3rd place finish.

We had three boys representing the Paisley and District regional squads in the annual national competition. Both of the teams reached the final of the National competition with the U18's narrowly losing out on penalties and the U15's being crowned champions. This is the first time in over 20 years a Paisley and District team have been successful in the National competition.

Inverclyde Schools Athletics Championships took place in June for the first in nearly 3 years. We were delighted to be able to watch the pupils compete and Notre Dame came away with an impressive medal haul.

3rd District 100m

1st 300m - S2 girls Inverclyde schools district athletics champions

2nd 800m - S2 Girls Inverclyde schools District Athletics Championship

1st 1500m - S2 girls Inverclyde schools district athletics championship  
3rd 800m - S3 Girls Inverclyde schools District Athletics Championship  
1st 1500m- S3 boys Inverclyde schools District Athletics Championship  
1st 100m, 1st High Jump - S1 boys Inverclyde schools district athletics championship  
2nd 200m - S2 Boys Inverclyde schools District athletics championship  
1st 1500m District - S2 girls Inverclyde schools district athletics championship  
3rd High Jump - S2 boys Inverclyde schools District athletics championship  
2nd 100m, 1st High jump District - S3 girls Inverclyde schools district athletics championship  
1st Long Jump, 1st High Jump, 1st 100m - S3 boys Inverclyde schools District athletics championship  
3rd 100m - S3 boys Inverclyde Schools District athletics Championship  
3rd 800m - S3 boys Inverclyde Schools District athletics championship

The PE department along with many staff and pupil helpers ran the inaugural Festival of Football in memory of Gerry McHugh. 19 teams of former pupils participated on the day, which proved to be a huge success, with some excellent football on display. The current total that has been raised for the Gerry McHugh scholarship is £7088.

### **HFT Department**

In HFT, 90 S3 pupils passed the food hygiene course gaining their Elementary Food Hygiene Certificate from the Royal Environmental Health Institute of Scotland. It is a great achievement which they can use for employment in the food industry.

The Royal Navy Catering visited the HFT department to work with three groups of S3 pupils in a Ready Steady Cook competition. This allowed pupils to work in teams to plan, prepare and cook a two-course meal. The pupils had a fantastic session, working with the Royal Navy Chefs. The pupils display excellent food preparation skills and work well with others displaying good communications skills, managing their time effectively to serve the dishes on time. In one session the meals produced were so good two winners had to be awarded.

Quality Meat Scotland and the Institute of Auctioneers and Appraisers Scotland, provided the department with lamb to take part in St Andrews Day celebration promoting lamb in Scottish Schools. The pupils in HFT S1 to S3 all took part in making lamb burgers or lamb Koftas with pitta bread and cumber relish. This helped pupils to develop their food preparation skills and

### **Geography Department**

1. November – COP26

In Geography all of our S1 and S2 and S3 pupils will complete two lessons on COP 26- what the reasons are behind holding the summit, what is climate change? why do we need to reduce

greenhouse gas emissions? and what can we do personally at NDHS after working out their own carbon footprint.

At the end of the two lessons the pupils created a Green pledge on a leaf and we created a tree display full of the pupils' pledges of what they can do at home or at school to reduce their carbon footprint. It gave our pupils the background knowledge for the summit and what was going on in Glasgow in Nov and a grounding about Climate change.

## 2. Outdoor learning - fieldwork

Reintroduction of outdoor learning throughout the year groups e.g. S1 – Environmental quality surveys and traffic surveys around the school ground. Where's Wally outdoor learning and map reading.

S3 Visited Glasgow to learn about the land uses in an urban and urban change. They also visited a rural setting – Whitelees wind farm to understand how this area gets used, identify land use conflicts and how the area is managed.

## 3. Travel and Tourism

Welcomed guests speakers back to the course for the employability section, this allowed students to understand the job opportunities available in the travel and tourism industry e.g. travel agent, cabin crew, various hotel staff and yachting crew.