



Notre Dame High School Profile

Notre Dame High School is a Catholic Comprehensive school, with a roll of 915 students, serving the community of Greenock. As a Catholic School and community, our aim is to work together to provide an ethos for learning that is welcoming, supportive and caring, where everyone is treated with respect and dignity and is able to feel safe and secure. We maintain close links with our local parishes, St Laurence's, St Patrick's and St Mary's, and our associated primary schools, All Saints', St Patrick's and St Mary's.

At Notre Dame High School we strive to provide high quality education through having high expectations and standards for our pupils. We view that support for pupils is vital and try to address difficulties as they arise.

54.1% of our pupils are from SIMD 1 - 3. This figure is an increase from the previous census data. We have a number of pupils (30-40 each session) who are allocated a Placing Request into the School from outwith our Associated Primary Schools. 21.8% of our pupils were entitled to Free School Meals last session.

Attendance for session 2018-19 was 89.61%, which was a slight increase from 89.1% in the previous session. Our temporary exclusions total was 68 days which is a decrease from 81 days in the previous session. Through the use of the Nurture Principles and Restorative practices, we hope to further reduce this in the coming session.

We have been fully involved and committed to Inverclyde Council Scottish Attainment Challenge programme. This has enabled us to set up a Homework Club and a Breakfast Club which is open to all pupils every morning provided by Magic Breakfast and supported by Staff Volunteers. We have a Barnardo's Family Support Worker and a strong programme of support from Community Learning and Development.

We have also accessed high quality Staff Training through Barnardo's (delivered by KCA Training). As the Attainment Gap identified for our School relates more to pupils affected by absence due to mental health issues.

In November 2019, we were reviewed by the Quality Improvement Team at Inverclyde Council.

The following strengths were highlighted:

Senior and middle leaders are hard working, well respected by the whole school community, forming a strong team. They effectively manage and guide the direction and pace of change through consultation, collaboration and positive relationships.

Staff engagement with professional learning, in-house CPD and sharing good practice.

There are clear systems in place to encourage pupil leadership opportunities.

Staff have a clear understanding of the social, economic and cultural context of the school community which they use to shape the school's vision.

There is strong evidence of young people being treated with respect. It is very evident that the school fosters and develops a strong Catholic ethos amongst its young people promoting Catholic social teaching ensuring social justice and opportunity for all.

In almost all departments we observed very good practice in learning and teaching.

Positive relationships between pupils and staff and the teamwork of staff.

The school considers each and every young person as an individual with his/her own needs.

The Communication and Language Department track and support pupils to ensure appropriate outcomes. Staff have very positive relationships with pupils and they create a safe environment.

The strong guidance team work closely with SMT to improve outcomes for pupils.

Almost all young people in S4 perform better than pupils from similar backgrounds across Scotland. The lowest 20% are performing significantly above their virtual comparator.

In the Broad General Education, there has been a considerable rise in attainment in reading, writing, listening and talking and a slight narrowing of the SIMD gap.

Over the course of the past session we have had difficulties in recruiting replacement staff in our English and HFT Departments. This was particularly difficult in Health and Food Technology where we were unable to access any Supply Cover for a Maternity Leave. We have recently recruited a Technician after a 6 month period where we had no replacement other than cover from surrounding Schools.

Our attainment:

P7 Standardised Assessment % achieving over 100

(Maths & English PIPS score)

Current Cohort	S1	S2	S3	S4	S5	S6
P7 Year	17/18	16/17	15/16	14/15	13/14	12/13
	51.3%	43.4%	47.4%	45.3%	53.7%	47.2%

PIPS Scores of 100+ in Reading and Maths has been a useful indicator for us. In future this will be replaced by SNSA data. In general terms this reflects that the S5 of this session are an able year as their PIPS average is the highest we have had.

(At the time of writing P7 SNSA Results were not available – to be added)

TPJ - Achieving Appropriate Level					
(S3 Data)					
Year	Criteria	Reading	Writing	Listening & Talking	Numeracy
2017/18	SIMD 1 – 2	89.5%	88.4%	93.0%	81.4%
	SIMD 3 – 10	97.3%	94.5%	97.3%	90.4%
	All	93.1%	91.3%	95.0%	85.6%
2016/17	SIMD 1 – 2	72.0%	74.0%	74.0%	80.0%
	SIMD 3 – 10	84.0%	82.0%	82.0%	93.0%
	All	80.3%	79.6%	85.2%	88.7%
2015/16	All	68.9%	69.6%	72.6%	89.6%

Both English and Maths Departments use standardised assessment to inform Teacher Professional Judgements. Discussion takes place at Departmental Meetings to moderate across classes and to finalise whether pupils have achieved the level.

Staff have taken on board advice from QAMSOs and Moderation events. Whilst percentages in Reading, Writing, Listening and Talking have increased over time – this reflects more rigorous practices in the English Department and mirrors the high attainment in this subject area.

Senior Phase Attainment

Percentage of S4 Candidates Attaining Literacy & Numeracy

Year	% Level 4 Literacy & Numeracy		% Level 5 Literacy & Numeracy	
	Notre Dame	VC	Notre Dame	VC
	2018	94.3	79.1	55.3
2017	96.3	82.0	44.8	42.1
2016	94.8	79.3	65.4	37.7
2015	86.8	76.2	35.7	31.7
2014	75.7	70.7	46.0	29.7

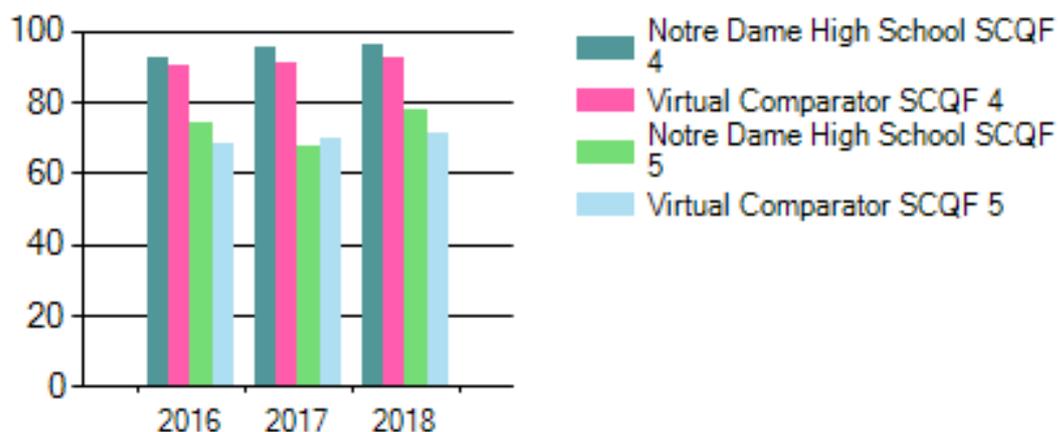
Source: Insight, Sept 2018. Based on S4 roll

There is a strong pattern of attainment in terms of Literacy and Numeracy which compares very favourably against the Virtual Comparator (in all five years shown).

Pupils attain well in both Literacy and Numeracy and as shown below through leavers' data, exceeded the virtual comparator at both SCQF Level 4 and 5.

This session, we have made changes to our Curriculum to allow more access to National 4 and 5 Qualifications for pupils who are in the lowest 20% grouping in S6. This includes National 5 Travel and Tourism and National 5 Music Technology.

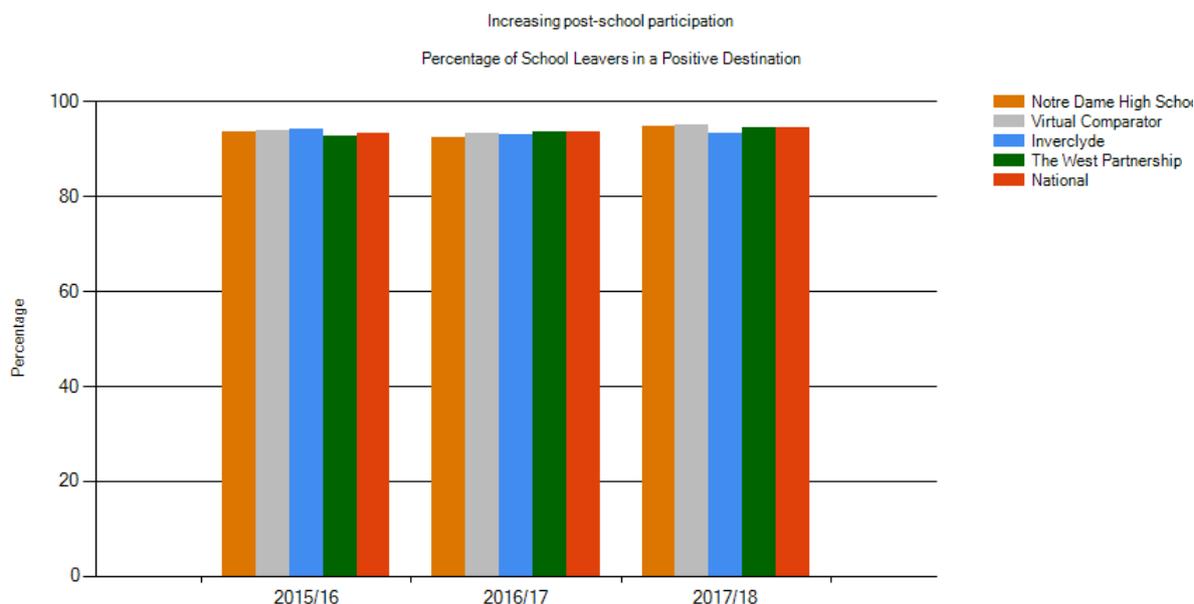
Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy and Numeracy



Positive Destinations

Over the past 5 years, almost all young people have entered a positive destination on leaving Notre Dame High School. The percentage for session 2017-18 is the strongest in the past three sessions.

Over the past five years, almost all of the S4 cohort returns to school for S5, with most returning for S6.



This session we used Pupil Equity Funding to collaborate with St Columba's High School and to participate in the Top Up Programme in conjunction with Glasgow University. We have not been able to be part of Wider Access programmes before as we have always had more than 35% of pupils achieving a place in Higher Education. 13 pupils were able to have their offers modified as a result of this programme.

Attendance, Absence & Exclusions Data						
Year	Attendance %	Attendance by SIMD		Local %	National %	Exclusion (openings)
		1 & 2	3 – 10			
2017 – 18	89.1%	87.3%	90.9%	89.6%	N/A	162
2016 – 17	89.13	87.08	90.42	90.09		138
2015 – 16	90.08	87.99	92.10	91.14		128
2014 – 15	89.46	86.89	92.01	90.99	91.84	142

Overall attendance is an area for improvement. We hope to exceed 90% in the coming session. We have appointed a Wellbeing Officer using Pupil Equity Funding to support pupils in achieving higher attendance rates and to support better attainment among those pupils who experience difficulty in sustaining good attendance at School.

Review of progress for session 2018-19

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions
<p>Strategies:</p> <p>1.1 Introduction of Fresh Start Literacy Programme 10 pupils were identified as requiring intervention and many have made significant progress. Confidence levels have improved which helps attainment in all subjects and pupils showed improvement in their reading age (in the case of one pupil- increased reading age by 2 years and 5 months.)</p> <p>ASN staff have been trained with further training planned for next session.</p> <p>Senior Pupils involved in working to support younger pupils.</p> <p>Literacy Focus in School Library with several Whole School Events including Transition event.</p> <p>1.2 Visible Learning Audit and subsequent introduction. Coaching and Modelling Officer delivered staff CPD sessions at Departmental Meetings with specific reference to Learning Intentions and Success Criteria.</p> <p>Increased awareness of feedback and other aspects of Visible Learning.</p> <p>1.3 Cluster Transition focus on Reading Theme of Cluster Science Fayre was 'Science I have read about'.</p> <p>Literacy Café Event on Harry Potter at P7 Visit.</p> <p>Literacy Guide implemented across all Departments to improve quality of writing.</p> <p>Further action to support improvement in attainment in Literacy and Numeracy:</p> <ul style="list-style-type: none"> • Discussion and Implementation of Moderation Cycle which outlines each stage of the moderation process and enables us to develop a shared understanding of standards and expectations in the Broad General Education. • Appointment of PEF Funded PT Numeracy. • Appointment of PEF Funded PT Literacy. • Classroom visits to observe good practice. • Community Learning and Development Literacy Group (Attainment Challenge). • Maths Department visited Biology Higher and National 5 classes to deliver Numeracy lessons. • Numeracy Staff CPD Session and Numeracy Parents' Evening in November • Meetings and close links with all departments to discuss Numeracy Strategies. • Meetings with Primary staff to help improve Numeracy skills. 	

- Attendance of Numeracy and Literacy PTs at Department meetings.

Other developments in Improving Attainment across all subjects:

- Differentiation within resources (Priority for 2019-20)
- All staff conversant with all objectives, strategies and processes to raise attainment at all levels for all pupils.
- In Stella Maris, tailoring of projects / input to develop Literacy and Numeracy Skills
- Inter-disciplinary work between Departments in Literacy / Numeracy.
- Development of several Departmental Blogs that allows access to resources
- Master classes in essay writing
- Many staff are SQA Appointees / Markers
- Staff kept fully abreast of pupil needs by Guidance Staff.

Progress:

Our BGE Attainment in Literacy at Level 3 is slightly up on last year for S3. This is very positive given the difficulties we experienced in our English Department.

We have again been able to offer Nat 5 Literacy Units to S5/S6 Media Studies Students to increase access to qualifications. In some cases this qualification has acted as an interim qualification and has enabled National 4 English pupils to go on to achieve National 5 English in S6.

We have made good progress in developing courses with opportunities to improve literacy and numeracy skills. In Science these skills have been highlighted using symbols.

Many courses have in-built opportunities for debate, discussion, listening, talking, group work to improve literacy and numeracy skills and to give pupils a better idea of context of what they are learning.

Impact:

The good progress that pupils are making in terms of Literacy and Numeracy is leading to higher standards in other subjects. Our Data reflects these improvements. This is despite the difficult situation we were in last Session in terms of staffing in English and the School Library.

Next Steps:

- New S1 pupils to be tested using Fresh Start Assessment with a view to grouping similar levels.
- English Dept plan to lead BGE Moderation events planned at both School and Cluster level.
- Increased opportunities for collaboration across Departments to enhance Literacy (and Numeracy)
- Introduce Higher Communications and Literature Course to bridge the gap between pupils who succeed at National 5 and build confidence to support better attainment at Higher.
- Develop Method of Tracking and recording Skills development in Science.
- Monitoring of Pupil Progress in BGE using Toolkit
- Evaluation of SNSA Data

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.4 Personalised support
2.6 Transitions

Strategies:

2.1 Develop Home Learning / Study and Homework Club (to try to address aspects where pupils are disadvantaged.)

- Implementation of Nurture Improvement Group to drive forward whole school nurturing priority.
- Appointment of PEF Principal Teacher of Nurture.
- Geography Dept staff have also supported children who are Home Tutored. This has resulted in the successful completion of N3 and N4 outcomes.
- On-going development of teaching strategies and support for ALL pupils with strong liaison between Support for Learning, Stella Maris and Guidance in response to individual learning needs.
- Use of Show My Homework to formalise links with Parents
- Established a weekly Homework Club.
- Clear programmes of study in place with opportunities for remediation or extension as required. Flexible learning pathways (Some Art and Design Students took Higher over 2 years to build confidence.)
- Awareness of impact of ACEs through staff CPD.
- S4 Intervention Group – English Nat 4 class were given opportunity to attempt Nat 5 work/prelim. 30% of the class continued to the Nat 5 exam. The remaining 70% have a much greater understanding of the demands of the Nat 5 course which should lead to greater success in the future.
- Supported Study and Easter School offered to all pupils.
- Comprehensive programme of pre-exam tutorial/master classes
- Informal tutoring of pupils available on a drop-in basis at a time that suits the pupil on a regular basis – lunchtimes etc.

2.2 Improve Attendance

- SMT / Guidance Staff Attendance Summit - discussion on procedures.
- Implementation of Inverclyde Council Policy on Attendance inc ARC
- Use of Barnardo's Family Support Worker to liaise with families
- Appointment of Wellbeing Officer to support high standards of attendance for pupils experiencing difficulties.

2.3 Develop Use of Higher Order Thinking Skills and Improve Wider Achievement

- Pupil Equity Funding utilised to join Top Up Programme as well as Wider Access activities through Glasgow School of Art.
- Creation of feedback sheets which focus on higher order literacy skill development.
- Revised S5/6 Curriculum to enhance attainment

Other Measures to assist with 'Closing the Gap'

- We actively engage in achieving effective progress with students within the nurture programme, taking time to discuss in a positive environment pupils' success and to acknowledge this through the merit system.
- Intervention by PT Nurture to support Pupils (PEF funded).
- S1 Science club and Art club aimed at vulnerable learners to help engage and build relationships.
- Exam results and PIPs scores of pupils in lower deciles closely monitored.
- Principles of Money course introduced for N3 Maths pupils who mostly are in the lower deciles.
- Several Departments have resources on Departmental Blog for easy access
- 3 tracking points for discussion of progress
- Departmental positive discipline using Class Dojo and Golden Tickets, praise postcards, stickers and positive feedback
- Aspirational targets for all of our pupils
- Using departmental ambassadors to work in class with lower school
- Variety of ICT purchased for research in class- used and accessed by all
- Cross marking and moderation to demonstrate the national standard especially in S4, 5, 6
- Use of exam results/insight data to identify areas of improvement
- Pupil voice with regard exam tutorials and learning and teaching
- Educational visits and trips open to all where possible.
- Providing a safe and secure environment with pupils struggling with mental issues. Teachers have made themselves available when the pupil is in a positive place and ready to work - this has often been in class non-contact time.
- Targeted PE extra-curricular activities to help improve pupils' confidence in activities.
- Development of BGE Benchmark booklets in S1/2 in PE and use of Self Evaluation Wheel (Games Hall)
- Financial Support of Pupils to attend Summer Study Programmes eg Headstart
- In Art and Design, Senior Phase pupils visited Art Galleries and Glasgow School of Art which was funded for pupils.
- Merit system introduced to reward positive behaviour..
- Pupils involved in Glasgow School of Art Wider Access Programme Easter School.
- Liaison with Rigarts involving S2 pupils creating Textile Panels for display at Broomhill Community Hub. Transport Funded by School to allow pupils to attend after School.
- Cover provision to allow portfolio preparation days for certificate classes at Nat 5, Higher and Advanced Higher levels.
- Involvement in the RCS 'Transitions' Project to remove financial barriers
- Focusing on links with primary schools (BGE cluster concerts, Concert Band tour, Community visits) with a focus on encouraging and inspiring students in the primary school and aiming to ensure progression and continuation of instrumental lessons – particularly where the most challenges lie in the schools with the greatest proportion of SIMD 1 + 2
- In Stella Maris, engagement of pupils through wider educational experiences such as cooking, gardening and fundraising activities.
- Advocacy for CLD pupils – strong links with colleges, employers and third sector agencies.

Progress:

Extensive self-evaluation data has been collected and will be used to inform Improvement for next session. Nurture Principle 'All Behaviour is Communication' has been utilised as a theme for the session.

Impact:

Increased awareness of where we are as a Nurturing School. Good practice Identified. Next steps discussed and future training planned for October INSET Day.

Next Steps:

- Develop a Scottish Studies Unit in History for delivery with the English Department
- Invite parents to an essay writing master class –History / Mod Studies
- Introduce Higher Photography to give alternative qualification for pupils.
- More rigorous monitoring of curriculum for S6 pupils post-prelims.
- Better transition planning esp for CLD pupils (Stella Maris)

School priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress
School leadership
Teacher Professionalism

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion
1.3 Leadership of change
2.4 Personalised support
2.6 Transitions

Strategies:**3.1 Achieve Rights' Respecting School Gold Level**

- Rights' Respecting School Charter/Restorative Practice Strategies/Procedures used in class Rights Respecting Schools lessons embedded in Curriculum (Gold Level Evaluation due this session).
- **3.2 Develop Physical Fitness Programme with focus on Healthier Lifestyle.**
Pupils working on new programme within PE classes.

3.3 Set Up Mental Health First Aid Provision

- Highly successful Health Focus day organised for all pupils and staff.
- Several staff trained and CPD session planned for coming session.

To improve outcomes for pupils in terms of Health and Wellbeing we have:-

- Appointed PEF Funded PT Health and Wellbeing
- 'Improving Wellbeing' and 'Exploring Wellbeing' All S1/S2 pupils accessing SQA certification.
- All S1/S2 pupils trained in Heart Start as well as 20+ staff
- Training for all staff on Attachment (KCA Training) and on Inset Day (May 2018):
Nurture Principle 2
- Targeted Intervention through CLD Groups

- Texts studied in class deal with themes relating to Health and Wellbeing eg discursive essay in English
- Positive relationships at the forefront of school ethos
- 6 Nurturing Principles on display in all departmental classrooms
- Classroom observations and PTLC discussion on Nurturing environment
- Positive behaviour strategies- use of class dojo and school merit system
- Opportunities for debate and discussion within courses
- Pupil Voice expressed through Pupil Council, Focus Groups, CLD
- Implementation of whole-school policies on Health and Wellbeing
- High quality revision resources and materials for exam classes to alleviate stress
- Revision masterclasses, Easter Academy, pre-exam tutorials and supported study
- This year all S2 and S3 Geography pupils participated in a water unit. Issues of pupil health and hygiene was discussed as was the global issue of water -based diseases. Included in this was an awareness of the impact of plastic waste on the environment.
- All pupils aware of the need to drink clean water to wash their hands and to recycle or reuse plastic bottles.
- Lunch time Art Club to provide a social space and to encourage pupils to meet others and to work on expressive craft activities.
- Joan Eardley 'Child Poverty' Unit allowed pupils to develop an understanding of the impact of poverty – pupils were given the opportunity to express thoughts and feelings in a safe and supported environment. Fundraising enabled pupils to influence change re Child Poverty. (Sale of T-shirts etc.)
- Clear ethos of Health and Safety in relevant Departments to encourage awareness.
- Involvement in RRS projects for S1/2
- In Stella Maris pupils are prepared for World of Work through Interview Preparation tailored to specific needs and Independent Travel skills addressed.
- Better identification of social and emotional needs via Boxall Profile and Wellbeing Assessments.
- Implementation of Nurture School Improvement group to drive forward the whole school nurturing priority.
- Self-evaluation has been carried out using a range of methodologies including learning visits, questionnaires and focus groups.
- Support Staff trained on Boxall Profiling

Progress:

Self-evaluation data has been collected
 All staff trained on Nurture principle 2
 Use of Boxall Profile for pupils on a collaborative pathway

Impact:

Priorities identified for session 2019-20

Next Steps:

- Training of all staff on Boxall, Nurture and ACEs
- Review curriculum and identify possible opportunities to focus themes on social / emotional issues and self-esteem including PSE Courses.
- Develop Glow pupil logs for feedback
- Increased use of Microsoft Teams for feedback for pupils on Assignments
- Pupil Voice to be channelled through House Groups / Captains

- Highlight benefits of applying flexibility to curriculum to address Health and Wellbeing Issues.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

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

NIF Driver

School leadership
Parental engagement
School Improvement

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement
1.3 Leadership of change
2.4 Personalised support
2.6 Transitions

Strategies used to develop employability skills and to increase sustained positive destinations:-

4.1 Review use of Employability skills Matrix and extend CIAG including My World of Work.

- Appointment of PT Developing Young Workforce / STEM (PEF Funded)
- All Departments participated in My World of Work Week and highlighted career opportunities within subjects.

4.2 Further Increase Careers Mentoring Provision

- S6 Open Door Work Experience Programme implemented
- Continued effective partnership working with SDS as outlined by the partnership agreement.
- Open Door Project provided Work Experience Opportunities for Senior pupils at River Clyde Homes.

4.3 Extend Learning Conversations to include DYW Target.

- Continued development of Cluster Science Fayre to include focus on STEM Careers.
- Opportunities to enhance the Core Skills of Talking, Listening, Reading and Writing offered in all classes at all levels with posters clearly outlining these in all classrooms with increased staff awareness.
- In Science and in Technology subjects courses have been redesigned to develop employability skills and are related to real life contexts of Science
- Audit of PSE Program carried out
- Introduction S3 STEM Careers Day to highlight future career opportunities.
- In Technology, subjects are vocation based to help develop key skills.
- Literacy Units offered to Nat 4 English students and Nat 5 Media Studies students
- Developing literacy and numeracy as employability skills across all subjects.
- Developing communication / presentation skills- listening, oral and written
- Developing thinking, analytical and evaluative skills
- Developing citizenship and people skills through appropriate interactions in the class
- Developing leadership skills as ambassadors in variety of opportunities
- Developing the use of IT and Research skills- use of BYOD, Departmental Blog, QR codes, Tablets, Computers

- Inter-disciplinary work between Departments
- Learning Logs and self- assessment allow students to develop capacity for reflection and self- awareness.
- Introduction of new courses have led to positive destinations – eg Music Technology 2 pupils went on to University last year with another 4 possibilities this year.
- Departments heavily involved in supply of information for UCAS applications.
- Involvement in Teen Tech brings a different perspective to curriculum and builds links with employers.
- Opportunities for Ambassador roles in Technology, Sport and Health, My World of Work etc.
- Mentors in Violence Prevention programme enable senior pupils to support S1
- Close links with WCS incl Vocational Programme for S4
- Work Experience Programme and Enterprise Group / The Recruit
- Increased uptake of Foundation Apprenticeships.

Progress:

We are making good progress in this area having set up a clear programme for Developing the Young Workforce. We have had increased uptake in College Courses, Vocational Options and Foundation Apprenticeships as well as an Ambassador Programme for our young people. Our PEF appointments were delayed due to changes / Job Sizing etc so some targets will continue into next session.

NDHS Staff took part in SDS Inspection by HMIE and received positive feedback on their input.

Staff were interviewed as part of the HMIE Inspection of Local Authority on Scottish Attainment Challenge and Pupil Equity Funding. Again feedback was positive, particularly on the aspect of Partnership Working.

Impact:

Figures on 16+ Data Hub reflect the positive changes we have made.

Pupils have taken part in the Glasgow School of Art Wider Achievement Programme and also in Headstart (Wider Access Programme for Engineering).

Next Steps:

- Set up Top Up Programme to facilitate Wider access to University/Higher Education.
- Plan to increase Nat 5 presentation numbers in S4 due to restructuring S3 course
- Introduce Travel and Tourism N5 course in session 2018-19 (Geography)
- Implement use of Employability Skills Matrix
- Increase Careers Mentoring Provision
- Extend Learning Conversations / SMART Targets to include DYW Target
- Introduce Modern Languages for Life and Work to all S3 pupils (accredited S4)

National priority: How we are ensuring Excellence and Equity

- High expectations and strong leadership at all levels.
- Excellent practice in Teacher Professionalism and opportunities for Leadership Pathways
- Rigorous analysis of performance data incl INSIGHT and close tracking /monitoring at each level.
- Quality assurance calendar
- All staff participate fully in Self-Evaluation linked to Improvement
- Positive behaviour strategies
- High level of Parental Engagement and strong and supportive relationships.
- Emphasis on more use of digital technology in the classroom (including OneNote) which gives students access to lesson materials at home.
- Use of SMHW to help students manage workload and encourage parental engagement.
- CPD and personal development including In-House Twilight Programme
- Access to the appropriate curriculum for pupils
- Ambassadors, Prefects, Head Boy / Girl and Deputes as role models for younger pupils.

Within Departments

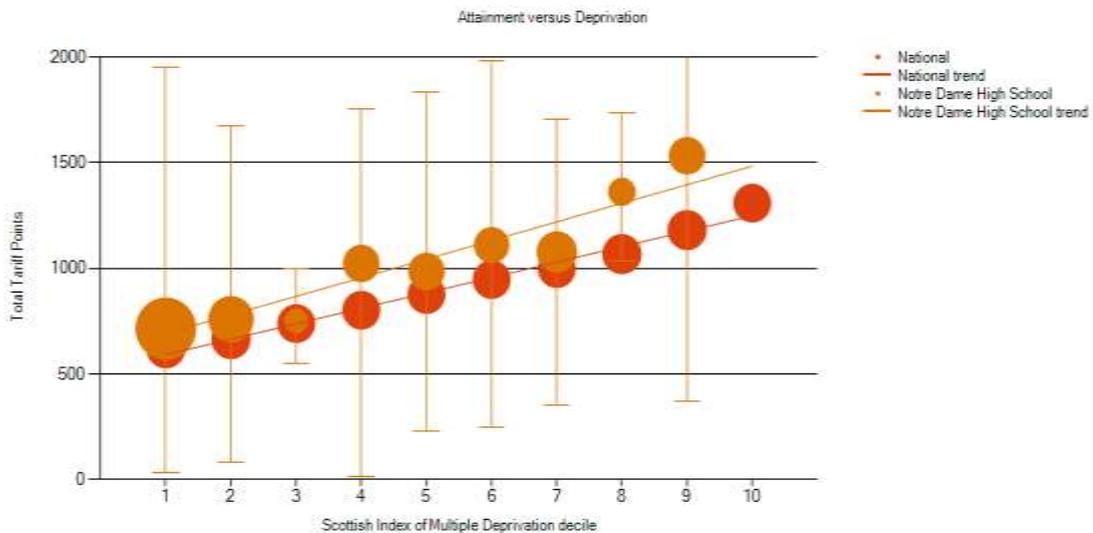
- Refresh of Higher English Course – all staff are collaborating to ensure course/materials/teaching are of the best standard possible.
- Variety of Departmental blogs with quality resources
- Being involved in marking / verification teams with the SQA
- Collegiate working and moderation internally and externally. MV moderated an S1 Assessment with St Stephen's High School
- Cross marking
- Use of benchmark statements
- Pupil feedback and self-evaluation at key points of the year
- Continual updating of exam booklets and courses to reflect demands of the Exams, using annual course reports, SQA website and marking schemes
- Use of Questionnaires in S3 to give better choice of activities and raise participation rates.
- Collaboration of Staff on good practice and Team Teaching to share ideas.
- Extensive Extra – curricular programme in Music, PE and many other activities to develop expertise in a different setting with opportunities for representation at RCS and Regional bodies P&D and International

Next Steps:

- Establish Year Group spreadsheets to provide evidence of Excellence and where measures should be taken to allow for greater Equity
- Roll out of 'Fresh Start' programme
- Tracking information is used to identify children who are under achieving and early intervention.
- Introducing the Boxall profile to inform wellbeing assessments and identify vulnerabilities and effective interventions.

CLOSING THE ATTAINMENT GAP

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers



Evaluation of our Attainment Data shows that the attainment of pupils is higher than the National Average in all SIMD groups other than SIMD 3 where it is on a par with the National Average. This shows that our pupils achieving well despite their socio-economic disadvantage. This session, our Attendance has increased slightly and we intend to build upon this in this and future sessions. This has been a factor affecting our School for a number of years.

We have also had a historic pattern of S6 pupils attaining less than they should. We have made changes to our curriculum to address this next session by introducing Highers such as Communication and Literature and Higher Photography and Nat 5 Travel & Tourism.

We have used our Pupil Equity funding to appoint a Principal Teacher of Nurture. We analysed our data for S1-3 pupils and established a target group based on Free School Meal Entitlement, Level of Attendance, Reading Plus Maths PIPs Scores, ASN and Behaviour Issues.

This group of pupils has been supported by the PT Nurture from October. They have made progress and the group will now be reviewed and amended for Session 2019-20.

We made changes to our plan and appointed the following posts to give existing staff responsibility for the following areas:-

- PT Numeracy
- PT Literacy
- PT Health and Wellbeing
- PT STEM / Developing Young Workforce

In the coming session we intend to look at the area of First Aid for Mental Health to try to address the ongoing difficulties young people experience which lead to non-attendance at school. Several staff have now been trained in this area.

Having a very active Digital Technology Improvement Group, we decided to use our PEF underspend to upgrade our Wi-Fi Infrastructure. We aim to be a 'Centre of Excellence in Digital Technology' and would like to use this for Improvement.

We have introduced ' Show My Homework' which is a method of communicating with pupils and parents regarding homework tasks. This also gives teachers access to a wide range of teaching resources.

Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and demonstrate this in the following ways:

Staff take CPD very seriously and are open to change in order to improve. There are scheduled regular and meaningful classroom visits and this session we have based these on the Nurture Principles.

There is a very healthy commitment to leadership within the School and many members of staff have recently applied for promoted positions, leadership pathways and have taken on additional responsibilities within the School such as leading Improvement groups, shadowing and leading initiatives.

Our Departmental Meetings tend to focus on, not only maintaining standards, but continual improvement

Engagement with Coaching and Modelling Officers has been very good and they have presented 3 sessions on Visible Learning. Also 3 members of the English department volunteered to attend training for the 'Fresh Start' programme

A member of the English department is part of the national QAMSO network and shares our good practice with other professionals as well as feeding back any developments to the department

We have a rigorous Quality Assurance calendar in all Departments and we use data such as INSIGHT and the new Inverclyde Secondary Schools Attainment Report to gauge progress and to indicate future priorities.

Continue to use benchmark statements and will reflect these in learning logs which we hope will become Glow blogs in some subjects.

Reflecting the importance of School Leadership, Senior Students are given roles and tasks across the School, playing a more consistent and supportive role in classrooms. We have introduced a House System and have established the role of House Captain along with existing Head Boy/ Girl and Deputes. This session we increased the number of Deputes to give a bigger Pupil Leadership Team.

More staff training in nurture classroom strategies.

We aim to have more DHTs to allow a lower caseload using Pupil Equity Funding and also Leadership Pathways Opportunities.

There has been very strong commitment to School Improvement groups. An Implementation group for Nurture has been set up with members leading the self-evaluation process focusing on this theme.

Behavioural tracking is being used to evaluate the effectiveness and ongoing improvement of our PRPB policy.

Staff are engaged in the self-evaluation process and there are increased opportunities for pupil voice.

We have very strong and supportive relationships with partners such as Skills Development Scotland, Community Learning and Development, West College Scotland, RIGARTS / Broomhill Partnership, Barnardo's, ENABLE.

Next Steps:

- Leadership Responsibilities will be offered to all staff to increase professional skills, abilities and knowledge
- Continue to strive to raise attainment and achievement for all children.
- Continue to improve overall quality of learning, teaching and assessment.
- Use of ASN information in planning of learning.
- More planned dialogue with pupils.
- Shadowing a class/individual pupil.
- Frequent and sustained department monitoring and tracking data;
- More frequent moderation of teacher professional judgement of Curriculum for Excellence levels.
- Make more use of opportunities to exhibit pupils' work through Facebook and electronic displays

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2019-20
1.3 Leadership of change	Very Good	Increase in staff on Leadership Pathways
2.3 Learning, teaching and assessment	Good	Staff development and differentiation.
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Implement Mental Health First Aid
3.2 Raising attainment and achievement	Good	Mentoring for Senior pupils

Key Achievements of Notre Dame High School (Some Highlights)

Our Senior Girls Netball Team were Scottish Cup Champions - this competition had an original entry of 117 teams across Scotland.

We participated in a Local Authority Review in November which was very positive as well as a Thematic Inspection by HMIE on Parental Engagement and Pupil Participation.

We hosted a Reflection Evening to mark the visit of the Icon 'Jesus, Our Teacher' as part of the Centenary of Catholic Education. In November, our Choir sang (beautifully) at the Scottish Government Commemorative Event in Edinburgh Castle.

BGE pupils visited a Glasgow Theatre to see a performance of War Horse. The pupil behaviour was impeccable and prompted a member of the general public to write to me to say that he enjoyed War Horse but enjoyed meeting one of our pupils even better.

We raised and distributed a large sum of money for local Charities this year including our first time being involved in the Youth Philanthropy Initiative.

Our Depute Head Boy was accepted into the Royal Conservatoire of Scotland to study Classical music (a course which has an intake of 5 pupils across the European Union).

Notre Dame High School Cluster (which includes All Saints' Primary School, St Mary's Primary School and St Patrick's Primary as well as four Pre 5 establishments) collaborated to stage a highly successful Cluster Science Fayre which drew interest from Education Scotland.

In the Teen Tech Competition, our team of three girls won the Innovation category with their Plant Shower idea. Mrs K Morgan was awarded a Platinum Award by the Teen Tech Association.

100 young musicians came together for our Cluster Concert in May.

Our School Show 'Les Miserables' was a sellout on four nights and received huge acclaim.

We participated in a Local Authority Review in November which was very positive as well as a Thematic Inspection by HMIE on Parental Engagement and Pupil Participation.

Mrs M Liddell and Mrs M McCluskey were awarded the Diocesan Medal for their long service to Catholic Education.

Kate Couttie

Head Teacher

August 2019