

Education – Improvement Planning Document

Establishment Name: Notre Dame High School

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Signatures:

Head of Establishment	Mrs K Couttie	Date	Summer 2019
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Quality Improvement Officer	Mrs A McLellan	Date	Summer 2019
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Our Vision, Values and Aims

VISION and VALUES

Notre Dame High School is, first and foremost, a Catholic School.

We are committed to working together as a faith community to provide an ethos for learning that is welcoming, supportive and caring, where everyone is treated with respect and dignity and where they feel safe and secure.

AIMS

As a School we aim to:

- encourage all of our young people to be responsible;
- to set the highest standards of behaviour, both in school and in the local community;
- work hard to achieve their full potential using their God-given talents;

We do this by working in partnership with parents, carers and the Church.

In June 2016 we were awarded Rights' Respecting School Status by UNICEF UK. This award complements our aims as a School and reflects the kind of citizens of Inverclyde we would like our pupils to be. We have been working in our Departments to take this Award to the next stage.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	<p>Introduction of 'Fresh Start' for pupils requiring Literacy and / or Numeracy intervention.</p> <p>Visible Learning audit with subsequent implementation with all Staff</p> <p>Cluster Transition focus on Reading.</p>	<p>Focus on teaching and learning to further develop our pedagogy and to develop Literacy and Numeracy in all subject areas.</p> <p>Differentiation</p> <p>Cluster Transition focus on Writing and Numeracy moderation.</p>	
Closing the attainment gap between the most and least disadvantaged children	<p>Develop Home Learning/Study Programme and Homework Club</p> <p>Improve Attendance using Local Attendance Council</p> <p>Develop use of Higher Order Thinking Skills. Improve Wider Achievement</p>	<p>Continued focus on Pupil attendance levels.</p> <p>Increased focus on 'Raising Attainment' particularly in S6.</p> <p>Develop profile of Higher Order Thinking Skills across all subjects.</p>	
Improvement in children and young people's health and wellbeing	<p>Achieve Rights' Respecting Schools Silver Level</p> <p>Develop progressive physical fitness programme with focus on healthier lifestyle.</p> <p>Set up Mental Health First Aid provision.</p>	<p>Achieve Rights' Respecting Schools Gold Level</p> <p>Continued development of Mental Health First aid to develop resilience in young people.</p> <p>Dev of Wellbeing PEF Role</p>	

Improvement in employability skills and sustained positive school leaver destinations for all young people	<p>Review use of Employability Skills Matrix and extend CIAG use.</p> <p>Further increase Careers Mentoring provision.</p> <p>Extend Learning Conversations/ SMART targets to include DYW target.</p>	<p>Re-vamped Mentoring programme.</p> <p>Develop STEM Ambassador role.</p> <p>MRS programme aimed at improving outcomes for Looked After Pupils</p>	
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Pupil Equity Fund –Session 2019-20

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

GAPS TO BE ADDRESSED:

Overall Attendance in Session 2018-19 (89.6%) We are currently running at 90.1% and hope to remain above 90% by the end of the session.

(S3)Teacher Professional Judgements show that in Reading, Writing, Listening and Talking, scores have improved and are more on par with Numeracy.

Attainment V Deprivation – Above VC in all areas. Analysis of this shows improvement but we are still concerned about the impact of poor attendance by (predominantly girls) affected by Mental Health issues.

Improving Attainment for All – In S6 attainment in the middle 60% was above the VC but as was the pattern last session attainment in both the lowest 20% and in the highest 20% are below the VC.

(Last session, there was a gap of 49 points in the lowest 20% - this has narrowed this session to 25 points. In the highest 20% there is a gap of 42 points between ourselves and the VC.)

TARGET POPULATION:

- Attendance across all Years
- Pupils affected by Mental Health Issues
- S3 Pupils Attainment in Teacher Professional Judgements
- Attainment in S6

Plan –Session 2019-20

Priority 1 Improvements in attainment, particularly in literacy and numeracy Lead : J McDonald		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> Literacy and Numeracy levels will be increased and reflected within Teacher Professional Judgements at Level 3 in S3. Increased percentage achieving Level 4 Literacy at end of S3. Increased level of pupils attaining National 5 Numeracy. Increased engagement and attainment in BGE

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Focus on teaching and learning to develop Literacy and Numeracy in all subject areas.	June 2020	All staff.	Relevant courses and moderation exercises. In-house CPD to share good practice.
J Wheelan to deliver CPD on moderation of Level 3 Literacy.	Oct 2019	JW P.T English All members of staff, JMcD and MFK.	In-house CPD

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Inter authority moderation of Writing and Numeracy at Levels 3 & 4	November 2019	P.T Maths and P.T English and other staff members	Mtg time with Cluster staff
Continue to deliver and measure impact of Fresh Start.	June 2020	MFK P.T SfL	Training for relevant members of staff in Fresh Start.
Differentiation to be included in all DIPs	Oct 2019	P.Ts and FHs	Development time to include differentiation of resources and sharing good practice.
Programme of Learning Visits and self-evaluation to focus on differentiation.	Dec 2019	JMcD and all teaching staff.	Time and cover and relevant CPD
Undertake research into current advice on Differentiation and disseminate to staff.	June 2020	JMcD	Relevant literature and courses.
OSIRIS Educational Programme Pilot with staff	June 2020	JMcD and T& L Imp Group	Attainment Challenge
Further develop programme of In-house CPD, master classes, Inset delivery.	June 2020	JMcD and T& L Imp Group	

Evidence of Impact

Evidenced by:

- Improved attainment in Literacy and Numeracy in SNSA, Teacher Professional Judgements and in Attainment at National 4 and 5 Literacy / Numeracy.
- Analysis of tracking data
- Use of Insight data
- Minutes of PT meetings analysing and evaluating data
- Consistency in standards through moderation meeting minutes and Cluster Meeting Minutes
- Self-evaluation Calendar – attainment data, staff feedback, BGE and Senior Phase Focus Groups
- Minutes of DMs re development work on differentiation and sharing excellent practice in teaching and learning.
- Learning Visits

Priority 2 Closing the attainment gap between the most and least disadvantaged children

Lead: S Dalziel

NIF Driver

Assessment of children's progress
Parental engagement
Performance information

HGIOS?4

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

Other Drivers

HGIOELC?

1.2 Leadership of learning
1.4 Leadership and management of practitioners

RRS

Article 28: (Right to education):

Article 28: (Right to education):

Developing in Faith

Celebrating and worshipping

Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable

Overall attendance rate to exceed 90%

Attainment in S6 will show overall improvement. Patterns in other measures relating to poverty related attainment gap will continue to decrease.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Continued focus on Pupil attendance levels.	Monthly review	SMT / Guidance Staff/ PEF Wellbeing Officer	Meeting time and supply of data from Business Support
Increased focus on 'Raising Attainment' particularly in S6.	Comm Oct '19	S Smith and Imp Gp	Imp group Meetings
Develop profile of Higher Order Thinking Skills across all subjects.	Completed by December 19	Guidance staff via Learning Performance	Workshop by Learning Performance

Evidence of Impact
<ul style="list-style-type: none"> • Monthly Tracking of Attendance provided by Business Coordinator. • S6 Tracking and Reports • Attainment data relating to SQA attainment • Better engagement with Higher Order Thinking Skills – pupil views • Positive feedback from Learning Performance Seminars

Priority 3 Improvement in children and young people's health and wellbeing Lead: M McKernan		
NIF Driver School Improvement Assessment of children's progress	HGIOS?4 3.1 Ensuring wellbeing, equality and inclusion 1.2 Leadership of learning 2.3 Learning, teaching and assessment	Other Drivers HGIOELC? 3.3 Developing creativity and skills for life 2.2 Curriculum RRS Article 3 (Best interests of the child): Article 31 (Leisure, play and culture): Developing in Faith Serving the common good

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> All learners will feel safe, nurtured and reaching their academic potential. Pupils will enjoy improved levels of physical and mental wellbeing, aware of others.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Achieve Rights' Respecting School Gold Level	By Dec 2019	MC, JMcD, RRS Group	
Dev of Wellbeing PEF Role to include one to one support with vulnerable groups	August 2019	MMcK / St Supp Team DBurns (Wellbeing Officer) Parents	Time Nurture room set up

		CBonnar (CMO) Ed. Psychologist	
S6 mentors to work with identified vulnerable groups	September 2019	MMcK , St Supp Team CBonnar (CMO) DBurns (Wellbeing Officer) House Captains / Mentors All staff	Time Training of Mentors
Continue to develop use of well – being application for the purpose of early intervention and effective monitoring of support	Ongoing		Training in the use of the Wellbeing App
Review of Establishment Contact policy and GIRFEC pathways to ensure consistency of approach for all young people and more effective partnership working	September 2019	MMcK/Student Support Team Parents Psychological Services Barnardo's JKeenan School Health T Guy (CLD)	Time
Introduction of 'Soft Start' for identified pupils in S1	September 2019	MMcKernan Student Support Team	Time

		DBurns Parents CBonnar (CMO)	Funding for provision
Introduce emotional literacy materials into PSE lessons	January 2020	PSE Teachers; CBonnar (CMO) Nurture Imp Group	Time Training for staff
Focus on Nurturing Principles at whole school level : <ul style="list-style-type: none"> • Language is a vital means of communication • All Behaviour is Communication 	November 2019	All Staff Nurture Imp Group	Time at INSET Day 4 (October) Time
Commence 'Let's Introduce Anxiety Management'	January 2020	School Health Home-School Link/ Barnardo's	Time
Review Primary Secondary transition programme to increase focus on wellbeing information (e.g use of Boxall Statements)	February 2020	MMcKernan Primary Cluster CBonnar	

Continue effective partnership working and evaluation of provision	Ongoing	MMcK /Parents CLD Ed. Psych School Health/ Barnardo's	Time PEF Funding
Continue to use wellbeing information to support all young people in the classroom	Ongoing	All staff	Staff training when identified

Evidence of Impact

- Attendance Statistics;
- Tracking data
- Reflection data
- Referrals Data
- Merits
- Departmental Minutes
- Breakfast Club data
- Exclusion data
- Bullying log
- Parent/Pupil/Partner Questionnaires
- Parent/Pupil/Partner focus groups

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people
Lead: K Couttie

NIF Driver Performance information Teacher professionalism Assessment of children's progress	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers HGIOELC? 2.4 Personalised support 2.7 Partnerships RRS Article 29 (Goals of education): Developing in Faith Honouring Jesus Christ as the Way, the Truth and the Life Serving the common good
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Expected outcomes for learners which are measurable or observable

- There will be an increased opportunity for pupils to learn about the links between subjects on the curriculum and routes to employment.
- Pupils will have a clearer understanding of the skills and qualities that employers look for and will have the opportunity to develop these.
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Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 Re-vamped Coaching programme which prioritises Positive Destinations targeting pupils who require support.	In place by December 2019	J Keenan /	Follow up on points raised through SDS Review. Liaison with Raising Attainment Group / J Keenan re Coaching

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.2 Develop STEM Ambassador role through participation in Local Authority pilot programme. (STEM Careers Fayre to be moved to an evening slot to facilitate engagement of Parents.)	September 2	A Flynn / DYW Imp Group	Time for Organisation of Event
4.3 Establish MCR Pathways programme aimed at improving outcomes for Looked After Pupils through mentoring approach.	Initial Meeting Sept 2019	K Couttie / R Binks / S McAleese/ I McRitchie MCR	Meeting time to establish format of mentoring programme. Contribution from PEF Funding Staff Development for possible mentors – some external.

Evidence of Impact

- Analysis of figures will show that pupils have been able to gain access to meaningful and positive destination which maximises their qualifications, skills and abilities.
- School Leaver Destination Report will reflect more effective and specific targetting of pupils.
- INSIGHT Data and School Statistical Report reflect success of new approach.
- Looked After Pupils will record better outcomes.
- Increased confidence levels among Looked After Pupils backed up by focus group review.

Staff are committed to School Improvement and over the course of the year School Improvement Groups will meet to support the above priorities. This gives staff an opportunity to take on leadership roles and to develop their own professional capacity. I

School Improvement Groups for Session 2019-20 will be:-

Teaching and Learning	J McDonald
Raising Attainment	S Smith
Nurture	M McKernan
Rights' Respecting School	M Corr
Parental Engagement	
Ethos	D McDonald
Digital Learning	
Faith and Learning	JP McGovern
STEM / Developing Young Workforce	A Flynn

Appendix 1 : PLAN FOR REMAINING FUNDS OF 2019-20

NIF Priority			
Closing the attainment gap between the most and least disadvantaged children			
Project / priority	Timescale	Details of spend	How will you evidence improvement?
Wellbeing Officer working on Attendance and link with Family Support Worker and Home Link worker to coordinate service. Learning Assistant to help with Nurture Pupils – collation of classwork escorting to class / support in class Literacy provision to improve Literacy Levels and to support attainment across all subjects. PT DYW / Employability / STEM		Amount allocated £128,000	Improved levels of attendance as well as a reduction of the number of pupils with serious attendance problems (below 50%). <

Project / priority	Timescale	Details of spend	How will you evidence improvement?
<p>Mental Health Provision incl Staff Development</p> <p>PEF Depute to coordinate, monitor and evaluate above interventions.</p>			<p>Wellbeing Information, uptake of DYW / STEM events and Parental engagement to show progress from this session.</p>