



Context of the school:

## Our School

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, 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. 22.9% of our pupils were entitled to Free School Meals last session.

## Vision

At Notre Dame High School we seek to provide conditions and experiences that will promote the spiritual, moral, physical, social and intellectual development of both staff and students. We strive to ensure that all of our young people have the opportunity to develop their God-given talents to their fullest potential in an ethos that reflects our core Christian values.

## Aims

Our aim is to work together as a faith community to provide an ethos that is welcoming, supportive and caring, where everyone is treated with respect and dignity and they feel safe and secure. We encourage all of our young people to be responsible, to set the highest standards of behaviour, both in school and in the local community and work hard to achieve their best.

## Review of progress for session Aug 2019- March 2020

School Priority 1: Improvements in attainment, particularly in literacy and numeracy	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p> <p><b>Other Drivers</b> <b>HGIOELC</b> <b>RRS</b></p> <p><i>Article 28: (Right to education):</i></p>
<p><b>Strategies:-</b></p> <ul style="list-style-type: none"> <li>• Develop our shared understanding of high quality teaching and learning.</li> <li>• Continue to improve Self-Evaluation of Teaching and Learning to ensure impact leading to improved outcomes for our learners.</li> <li>• Engage with moderation at cluster, West Partnership and departmental level with a particular focus on Literacy and Numeracy.</li> <li>• Ongoing professional development of our staff through In-house CPD.</li> <li>• Fresh Start Training to develop literacy.</li> </ul> <p><b>Progress and Impact:-</b></p> <ul style="list-style-type: none"> <li>• Teaching and Learning Day was highly successful with staff sharing good practice across the curriculum incl Lesson Starters, team-building, Makaton, digital learning, One Note and developing literacy and numeracy skills. Evaluation of the day showed that staff gained many skills to put into practice in the classroom and it additionally served as a boost to staff morale.</li> <li>• Sessions for staff delivered on moderation of Level 3 and Level 4 Literacy and Numeracy increased staff confidence.</li> <li>• English and Maths specialists attended national (West of Scotland Partnership) and cluster moderation increasing confidence in Teachers' Judgements at BGE level although March event was cancelled.</li> <li>• The "Communication (NC) and Literature 1" Course was delivered for the first time to S5/S6 providing an alternative pathway to a Level 6 Literacy based qualification.</li> <li>• 1 ASN and 2 classroom assistants trained in Fresh Start. Improved confidence, literacy skills and reading age for several pupils.</li> <li>• Focus on differentiation through departmental development time with Learning Support advice. Programme of learning visits with differentiation as the key theme encouraged teachers to share good practice and has led to increasing teachers' confidence, a greater range of resources and approaches to meet the needs of all learners.</li> <li>• Self- evaluation of Learning and Teaching through learning visits, analysis of tracking data and pupil voice leading to action increases pupils' engagement and attainment.</li> <li>• Developed successful programme of In-house CPD training and, in particular, the focus on use of Teams and One Note which proved invaluable during lockdown and has continued throughout this time with Inverclyde Council Teams training and our own Teams training attended by the majority of teaching staff.</li> </ul>	

## Next Steps:

- Continue to engage with moderation activities at school, cluster and inter-authority levels.
- Develop all teachers' engagement with tracking and monitoring and ensure data analysis at departmental and SMT level is used effectively putting in place appropriate interventions to secure improved outcomes for all learners.
- Develop blended learning model and curriculum planning.
- Continue to train staff for the implications of blended learning in digital technologies, Teams, videos, etc. and upskill pupils for Home Learning as a priority on their return in August.
- Differentiation for pupils to close gaps for those who didn't achieve in Literacy and Numeracy and close gaps created through lockdown home learning.
- Continue to develop Fresh Start programme – delivery in small group extracted from English and led three periods by P.T SfL and one period by English teacher.
- Numeracy group – two small groups extracted from Maths class and supported by SfL P.T and SfL teacher to close gap and improve numeracy levels.
- Continue to build capacity of staff to engage with the needs of diverse learners in blended learning.
- Plan further professional learning activities with a focus on learning and teaching including pilot group through OSIRIS.

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

### NIF Priority

Improvements in attainment, particularly in literacy and numeracy

### NIF Driver

Assessment of children's progress  
Teacher professionalism

### HGIOS4 QIs

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum

### **Other Drivers**

**HGIOELC**  
**RRS**

*Article 28: (Right to education):*

### **Strategies:-**

- Address underachievement by S6 pupils.
- Develop a Study Skills Booklet to support pupils' preparation and exam technique.
- Improve level of attendance overall.
- Develop profile of Higher Order Thinking Skills.

### **Progress:-**

- Rigorous review of S6 performance post- prelims.
- Extensive Study Skills booklet devised by Improvement Group. Issued to all Senior phase pupils and was evaluated positively.
- Mentoring programme thwarted due to school closure.
- Mini- attendance council by DHT Pastoral Care established.
- HT took part in LA Working Group to review Attendance Policy
- Focus week on Employability skills across entire School.

**Impact:-**

- Better tracking and monitoring of S6. Unfortunately unable to reference due to closure as much of this area for improvement scheduled for March.

**Next Steps:**

- New Progress and Achievement Package to be implemented.
- Resume programme proposed by Raising Attainment Improvement Group.

**School Priority 3: Improvement in Children and Young Person's Health and Wellbeing**NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress  
School Improvement

HGIOS?4 QIs

3.3 Increasing creativity and employability  
2.2 Curriculum

**Other Drivers**

**HGIOELC?**

**RRS**

*Article 28: (Right to education):*

**Strategies:**

- Achieving Rights Respecting School Gold Level
- Develop role of HWB Officer
- Training of S6 mentors
- Continue to develop use of wellbeing app
- Review Establishment contact policy and GIRFEC pathways
- Introduce emotional literacy materials into PSE
- Focus on Nurture Principles – language is a vital means of communication and all behaviour is communication
- Continue effective partnership working
- Implement new approaches to monitoring and tracking attendance.

**Progress**

- RRS Gold level achieved
- HWB has a more defined role and working with a target group of pupils
- S6 mentors trained by CMO for Nurture
- Establishment contact policy reviewed and amended
- Soft start for identified vulnerable groups from Oct-Dec
- Initial discussions with CMO re emotional literacy. Recharge programme discussed and implemented into S1 PSE – delivery by Barnardo's team
- Whole staff training on focus NP principle and implementation group carried out scoping exercise
- Initial discussions re LIAM project
- Engagement with Attainment Challenge Team – counsellor working with an identified group of young people
- New Primary GIRFEC transition pro forma

**Impact:-**

Relationships across the school continue to be very positive has highlighted by our award RRS Gold status. Numbers at our magic breakfast continue to improve and reflection data shows a reduction in number for almost all year groups. Our self – evaluation processes now include a focus on wellbeing and responses from teachers, partners and pupils are all very positive. Pupil focus groups confirm that they “feel valued” in school. This was also highlighted in our recent LA review – leadership.

Attendance rate as of June 2020 is 89.2% - a slight improvement on last session.

Breakfast club numbers remain high – 140 pupils per week.

We continue to engage and improve our partnership working which now includes the service of a counsellor. The review of our Establishment Contact policy has allowed for a more consistent approach to supporting our young people. Interventions are timely and appropriate.

Staff have been trained in our Nurture Principle for this session and feedback received was very positive. This has made staff more confident in providing a safe learning environment for all pupils. Staff are committed to the young people. A number of staff are willing to give of their time outside the classroom and make a valuable contribution to the whole school ethos. This includes Sports clubs, lunch supervision, musical activities etc... This allows several opportunities for you people to be active and included.

In order to continue to support our S1 pupils, S6 mentors were trained and ran a 'soft start' club for identified youngsters. This allowed the pupils to become more comfortable in their environment and prepared for the day. In addition to this the S6 mentors develop their skills as leaders in addition to their communication and listening skills.

In addition to implementation of nurturing principles at whole school level, the Barnardo's team has delivered the Recharge Programme to all S1 classes. This provided an opportunity for all young people to reflect and speak about their feelings.

Our Wellbeing Officer has taken on a more integrated role within the student support team. Referral pathways have been established and regular feedback received at our GIRFEC Pathways meeting. Feedback from pupils who have worked with Mrs Burns have been very positive.

A new Primary transition form has been implemented which focuses on GIRFEC pathways, primary strategies to allow for a smoother transition for vulnerable groups. This has allowed PTG and class teachers to forward plan.

## Next Steps:

- Continue the role of Wellbeing Officer to support young people.
- Develop HWB materials for all year groups in BGE
- Implement our new attendance policy which will include a presentation to staff.
- Continue to develop staff understanding about the vulnerabilities of our young people through INSET days.
- Review Primary Secondary Programme to include use of Boxall Profile and possible enhanced programme of visits from Maths/Science/English
- Develop guides for pupils and parents regarding wellbeing and signpost them to agencies which can support them.
- Continue to work with the Authority to review the enhanced universal offer/outreach support from Lomond View.
- Continue to develop the role of HWB mentors in the school
- Continue to implement nurturing principles at whole school level

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

### NIF Priority

Improvements in attainment, particularly in literacy and numeracy

### NIF Driver

Assessment of children's progress  
Teacher professionalism

### HGIOS4 QIs

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum

### **Other Drivers**

**HGIOELC**  
**RRS**

*Article 28: (Right to education):*

### **Strategies: -**

- Skills Week where staff focussed on Employability Skills in every subject / Level
- Introduce Young STEM Leader Award

### **Progress and Impact:-**

- A group of 12 S4 & 5 Practical Woodworking pupils engaged with BAM construction to gain an insight into the roles and responsibilities of the construction industry in an outreach program. The program saw the pupils attend college, site visits and team building exercises within school where all fully embraced the opportunity they were given. The program was an excellent opportunity for the pupils to develop their knowledge of industry and apprenticeships and also make connections within the industry that they wish to pursue in the future.
- 14 Pupils completed the pilot year of the Level 6 Young Stem Leader award this session. The awards aim is to address misconceptions about STEM careers. The students volunteered their time with the aim of tackling issues like the attainment gap, gender inequality and deprivation. The pupils ran Science club, robotics club, visited primary schools, and assisted staff at

Supported study. The program also focused on personal identification of skills and qualities that are needed for leadership and self evaluation of improvements that would have to be made to complete the award.

- 3 pupils won the Energy & Environment category at the TeenTech Awards. The Plant Shower was Notre Dame's 8th category winner in the finals and continued the success in the competition. The girls project seen them working with Strathclyde University and also professor Chow from The City University of Hong Kong. This helped develop a variety of skills including Research, creativity and communication which will be invaluable in their studies. Based on the success the school was awarded with the Platinum TeenTech centre of innovation, superseding the previous Gold award. Session 2019/20 has seen 2 Team make the finals with the digital presentations taking place the week beginning 22nd June. The school are delighted to be represented again and hope the teams are again successful in their projects.
- A 'Careers in Further Education' wall in the Craft, Design, Engineering & Graphics department highlighting career pathways in STEM. The display has been very well received by pupils throughout the year groups with many more questions relating to the world of work based on this. The wall display dispels common myths surrounding STEM careers and also highlights the diverse options that are available through studying the subjects.

#### Next Steps:

- Develop role of Young STEM Leaders
- PT DYW to work with Gateway / SDS re opportunities for Work Experience
- Link with Inverclyde MCR Pathways Coordinator

## National priority: How we are ensuring Excellence and Equity?

Notre Dame High school has **54.1%** of its pupils living in areas with the Scottish Index of Multiple Deprivation categories 1 & 2. Across the entire Secondary sector in Inverclyde the equivalent figure is **45%**.

**22.9%** of the pupils are entitled to a free school meal compared to the Inverclyde figure, for the Secondary sector.

Pupil Equity Funding has been used to:

- Employ Wellbeing Officer to meet with targeted young people this has allowed more pupils to engage in school.
- Employ a PEF ASN Assistant to give flexibility in supporting young people in class.
- Employ an additional English and Maths teacher to work with vulnerable groups. This has allowed timetable to be modified and attendance of these pupils has improved.
- PT DYW and PT STEM appointed to improve life chances of all young people and focus their attentions on future career paths.
- Transport provided for pupils experiencing indiv MH difficulties.
- Funded Personal Learning Pathways for several pupils to re-engage.
- All young people in S1 have been provided with a welcome pack containing basic materials for school.
- Training HWB mentors
- #16 staff trained as Mental Health First Aiders.

### IMPACT

Pupils are more focused and attendance has improved with targeted groups. Vulnerable pupils have a safe space to talk to a key adult (Wellbeing Officer/Mentors).

Slight improvement in attendance rate.

Exclusion rate was considerably lower than in previous sessions. (40 days at 23/03/20).

A number of pupils have re-engaged with education due to individualised pathway and have made excellent progress.



## Response to Covid 19 Lockdown closure – March 2020 – June 2020

Notre Dame High School was hit hard by Coronavirus having suffered the loss of Mr Gerry McHugh, our Principal Teacher of Mathematics on April 11<sup>th</sup> 2020. We have not been able to come together as a School since this happened.

Pupils reacted so respectfully and found ways of expressing their sadness whilst observing Government Guidelines such as #redforgerry.

We aim to re-write the values of our School reflecting what Mr McHugh stood for so that his memory lives on through our School community. This will be our first priority for the recovery process.

### **Wellbeing**

In response to the COVID '19 crisis staff have worked very hard to ensure that the health and wellbeing of pupils and parents is monitored and support given when necessary. Immediately after lockdown vulnerable groups were identified and families received a weekly call from Pupil Support (Guidance staff, Support for Learning and Communication and Language Department – Stella Maris). We worked very closely with our partners to ensure that any problems identified during these conversations were addressed. This included working with Inverclyde Council to direct food parcels, working with Barnardo's and Magic Breakfast to redirect breakfast supplies to those in need. Support of this type was hugely appreciated by families.

25 NDHS staff volunteered to supervise at the local Hub based in Lady Alice Primary School and continued to volunteer for our Secondary Hub.

Each PT Guidance and member of SMT were supplied with a mobile phone to allow increased contact with more families. Following the first month of home-learning, PTG/SMT contacted families where engagement was poor. Issues with ICT were identified. In response, working with Social Work staff (CEYP) and Belville Community Gardens, 25 laptops were issued to vulnerable groups. Home learning packs have also been delivered.

Guidance staff have attempted to contact **all** pupils in their cases load and response from pupils and parents has been extremely positive. This engagement has allowed any issues/ problems to be addressed. One department has issued pupils with a survey to complete online to evaluate the provision and plan for improvement. Parents have been very grateful of the support offered. To address to attainment gap, additional home packs have been organised to include jotters pens, pencils and booklets from all departments to allow pupils struggling with their classwork to continue to develop skills.

To continue to address HWB of pupils, staff have volunteered to become HWB mentors for all S1-S3. NHS surveys have been issued to all pupils to give them the opportunity to talk about their feelings. Some mentors have organised a group of TEAMS for their pupils to continue to communicate with them.

## **Transitions**

During this time of transition, several strategies have been implemented to ensure that all young people are less anxious as they progress to the next stage.

A S1 Team has been made where our new S1 pupils have the opportunity to communicate with their Year Head and with each other. Three transition videos have been made which include a virtual tour and introductions from all Principal Teachers. Visits have been arranged for all primary schools to come into the building and meet with Guidance staff and some S1 teachers. Pupils will also receive their timetable and P7 handbook on this day. Pupils will also be welcomed by our new S6 by video.

Plans for enhanced transition for identified pupils have also been made.

A 'team' of former S6 pupils has also been made to allow additional support as they move on from school. Leavers forms have been issued and most returned. Regular communication with JKeenan/MCMC has allowed pupils with no positive destination to be identified and tracked.

At timetable change, new TEAMS were made to allow pupils to commence new courses

## **Learning and Teaching**

Infrastructure was already in place for Home Learning. All pupils were quickly set up with TEAMS and Show My Homework. Principal Teachers coordinated Home Learning.

LAAC tutors liaised with many vulnerable pupils and coordinated support with the School where possible.

Learning packs delivered to pupils where requested.

#25 Laptops from Belville Gardens and the Care Experienced Young People's Fund issued to pupils who did not have access to online Home Learning.

Maths Department took part in 'flipped learning'.

Teaching staff took part in Webinars provided by CMO W Brown and also on an In House basis.

**THE FOLLOWING DOCUMENT WAS PREPARED TO ADDRESS PUPILS RETURNING TO SCHOOL ON A 50% 'BLENDED LEARNING' MODEL. FOLLOWING DFM J SWINNEY'S RECENT ANNOUNCEMENT THIS WAS NOT REQUIRED.**

**BLENDED LEARNING WILL BE UTILISED AS A DEFAULT IF CLOSURE IS REQUIRED.**

## Autumn Term Recovery Plan (1)

### PLANNING FOR SOCIAL DISTANCING / HEALTH AND SAFETY

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
Health & Safety Mtg with Principal Teachers to outline recovery process.	√			K Couttie	Completed	Principal Teachers	Risk Ass Guidance by Inverclyde Council / ScotGov
Review of Generic Risk Assessments with Union Representation. Relevant H&S Procedures in place for staff return. PPE and signs in place.	√			K Couttie / EIS Team	Completed	Pauline Ramsay H&S	Risk Ass Guidance by Inverclyde Council / ScotGov
Set up of Socially Distanced Classroom as Template for use by indiv staff / Departments.	√			SMT	Not required.	Approved by Technical Services / FES	
Establish Health and Safety Committee taking account of Prof Assoc Representation, Technician, Non – Teaching Staff, ICOS team	√			KC/PMcC/GT/DMcD/DrS/GC/MC/JS	Completed		EIS National Advice
Set up meeting with Technical Services / FES Area Rep and SMT to address Pupils returning in August. <ul style="list-style-type: none"> <li>• Hand Sanitiser points sited.</li> <li>• Safe flow of Traffic incl Entrance / Exits</li> <li>• Revised Cafeteria Arrangements</li> <li>• Signage discussed and approved</li> </ul>	√			KC S Byrne FES A McL JK	Completed 24/06/20	Technical Services- A McLintock J Kennedy  FES – S Byrne	Risk Ass Guidance by Inverclyde Council / ScotGov
Review Risk Assessments for August <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Practical</li> <li>• Staff</li> <li>• Transport</li> <li>• ASN Pupils / Stella Maris</li> </ul>	√			Health and Safety Committee	August INSET based on update from DFM- J Swinney	Pauline Ramsay H&S	Risk Ass Guidance by Inverclyde Council / ScotGov
PPE for Pupil Return Date ordered.	√			L Clark / M McLaughlin	In place - Aug		National Advice
Review situation in early August to finalise provision 50% Model in place Group 1 – A-L Group 2 – M-Z				All SMT	N/A -Pupils have returned on full time basis.	Secondary Recovery Group	National Advice

## Autumn Term Recovery Plan(2)

### PLANNING FOR HEALTH AND WELLBEING ON RETURN TO SCHOOL

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	S	O	N				
Bench marking of attainment of all pupils to assess impact of level of engagement with Home Learning. (Review tracking from previous session.)	√			SMT Guidance	September '20		
Identification of pupils who require additional support to achieve their potential and strategies to intervene identified.	√			Guidance PTs	September '20	Primary Staff	Additional Maths/English (PEF)
Benchmarking of Health and Wellbeing of pupils using survey.	√			PSE teachers Guidance staff	September '20	Ed Psych School Health HWB Officer Home-School Link	NHS Questionnaires Revised Bereavement and Loss Policy
Evaluation of home learning from pupils and parents to identify issues.	√			MMcKernan PT Digital Learning (PEF) All staff	September '20	Belville Community Gardens	Teams Survey PEF
Develop Health and Wellbeing mentors role		√		Mentors SMT	Ongoing	Ed Psych	Revised Bereavement and Loss Policy
Continue to implement Attendance Policy			√	All staff	Ongoing	Home-school link Wellbeing Officer	Revised Attendance Policy
Develop the Enhanced Universal/Collaborative offer				PT Guidance Student support team	Local Authority	Lomond View Ed Psych MCMC / SDS MCR Pathways	MCR Pathways PEF
Review and update of PRPB policy	√			MMcKernan Working group	Sep'20	Ed Psych	Time
Ongoing monitoring of staff wellbeing – use of survey data as initial information.				SMT	Ongoing	LA	Inset Day time
Extend transition programme for new S1 and current P7				MMcK PT English PT Maths	Ongoing	Primary Colleagues	Time Budget



## Autumn Term Recovery Plan: (4)

### PLANNING FOR CONTINUITY OF LEARNING

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	S	O	N				
Continue to build staff capacity in Home Learning pedagogy to further develop skills and to prepare for any future recurrence of Covid'19				JMcD DHT PT Digital Learning	Webinar June 24 <sup>th</sup>		CPD Add to Teaching and Learning Policy
Develop role of PEF PT Digital Learning to include Parent Workshops.				KC	August' 20	Link with Parent Council	Pupil Equity Funding
Review teaching materials in light of 'blended learning' approach - purchase of equipment to support home learning e.g visualisers				All staff	August '20		Finance
Continue to develop Fresh Start Literacy Programme				PT Sfl	Ongoing	PT English Class teacher of English (RW)	Time
Plan learning activities including OSIRIS to build on success from last session.				JMcD DHT	Ongoing		
Additional support in English/Maths for identified group.	√			SMT	Sept	Primary Colleagues	Additional teaching staff
Benchmarking attainment of all pupils linked to tracking and other data sets from 2019-20.				SMT All staff	Ongoing		Time
Establish Literacy Working Group.				PT Sfl	August '20	Link with RW English Dept	Training in Fresh Start ( Cont)

## Autumn Term Recovery Plan

### PLANNING FOR FUTURE USE OF PUPIL EQUITY FUNDING

<u>Resource</u>	<u>Cost</u>	<u>Target</u>
<b>MCR Pathways</b>	£55,000	Pupils who had attendance below 70% in session 2019-20
<b>Wellbeing Officer</b>	£20,000	Pupils requiring support following lockdown.
<b>PEF ASN</b>	£20,000	Provision of In Class support for above pupil.
<b>PEF DHT</b>	£3,000	Monitoring of pupils who were unable to engage.
<b>PEF DYW</b>	£5,000	Link with Ex Agencies to support positive destinations for pupils.
<b>PEF PT Digital Learning</b>	£5,000	Build capacity of staff, pupils and parents in Home Learning.
<b>Additional 0.2 FTE STELLA MARIS</b>	£10,000	Address possible difficulties returning to School.