

Education – Improvement Planning Document

Establishment Name: Notre Dame High School

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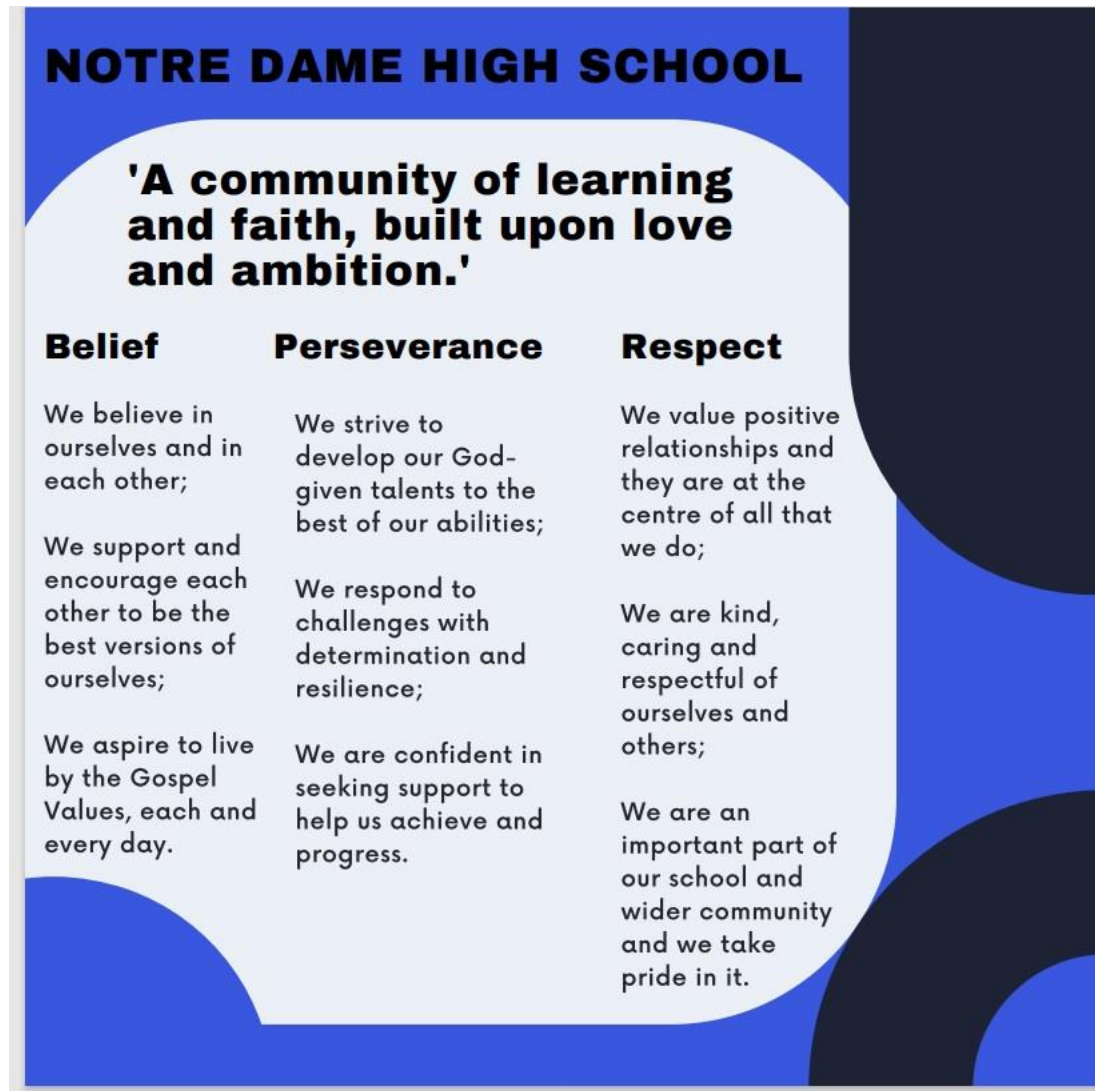
1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for Session Jan 2021-2022

Signatures:

Head of Establishment	Miss A Munro	Date	October 2021
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Quality Improvement Officer	Mrs A McLellan	Date	October 2021
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Our Vision, Values and Aims

A graphic for Notre Dame High School with a blue and dark blue background and white text. The title 'NOTRE DAME HIGH SCHOOL' is at the top. Below it is the vision statement: 'A community of learning and faith, built upon love and ambition.' Three columns of values are listed: Belief, Perseverance, and Respect, each with three descriptive bullet points.

NOTRE DAME HIGH SCHOOL

'A community of learning and faith, built upon love and ambition.'

Belief	Perseverance	Respect
We believe in ourselves and in each other;	We strive to develop our God-given talents to the best of our abilities;	We value positive relationships and they are at the centre of all that we do;
We support and encourage each other to be the best versions of ourselves;	We respond to challenges with determination and resilience;	We are kind, caring and respectful of ourselves and others;
We aspire to live by the Gospel Values, each and every day.	We are confident in seeking support to help us achieve and progress.	We are an important part of our school and wider community and we take pride in it.

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 normally extend in a rolling programme over three years but in the current situation, we are looking at this as three phases across the next five terms to June 2022. Each priority has been coded accordingly:

Session 2020-January 2021 (Recovery Phase)

January 2021 – June 2021 (Remote Phase / Return Phase)

Session 2021-22 – Phase 3

National Improvement Framework Priorities:

- Improvements in Attainment including Literacy and Numeracy
- Closing the Attainment Gap between the most and least disadvantaged children
- Improvement in children and young people's Health and Wellbeing
- Improvement in Employability Skills and sustained positive destinations for all young people.

Overview of rolling three phase plan

National Priorities	Session 2021-22 Phase 3
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> ▪ Improve communication with young people (BGE & Senior Phase) and their families in relation to progress through the introduction of a rigorous tracking and monitoring system and targeted interventions ▪ Audit and review of learning/teaching and assessment approaches to ensure high quality and consistent approaches for all learners
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> ▪ Develop planned, targeted and co-ordinated approaches and interventions across BGE & Senior Phase to improve the following for learners in SIMD 1-3: <ul style="list-style-type: none"> ➢ Attendance ➢ Engagement ➢ Attainment ➢ Achievement ▪ Improvement in attainment (breadth and depth) for Senior Phase pupils (SIMD 1-3) and Care Experienced young people ▪ Develop and implement whole school digital strategy
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> ▪ Implementation of new school vision, values and aims ▪ Develop and implement BGE Health & Wellbeing 'recovery' curriculum focusing on resilience and relationships

	<ul style="list-style-type: none"> ▪ Develop whole school Nurture principles and approaches ▪ Develop a strategic whole school approach to partnership working (with a specific focus on health & well-being) to ensure young people and their families are aware of the supports that are in place and how to access these
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> ▪ Begin three year curricular review to ensure that NDHS has a curriculum which meets the needs of all of our young people and, subsequently, provide them with appropriate qualifications which will ensuring that all young people have positive and sustained destinations ▪ Cohesive and strategic approach to DYW with a specific focus on developing skills for life, learning and work and ensuring that all young people have positive and sustained destinations ▪ Identify and implement opportunities for wider achievement for BGE and SP learners

Plan –Session 2021-22

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver School Improvement Assessment of children's progress Performance information	HGIOS?4 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.2 Leadership of learning 3.2 Raising attainment and achievement	Other Drivers HGIOELC? 1.3 Leadership of change 2.6 Transitions RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> ▪ Achievement and attainment in Literacy and Numeracy will continue to increase across BGE and SP ▪ All learners can identify the strengths in their learning, understand their next steps and access support to achieve ▪ Increase in leavers' attainment (Winter) with a specific focus on Literacy and Numeracy

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Improve communication with young people and their families in relation to their learning <ul style="list-style-type: none"> ▪ Develop and introduce new Senior Phase tracking and monitoring system and associated policy 	August - October	The following will lead on this area:	

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> ▪ CLPL sessions for staff to improve consistency and quality of reporting ▪ Introduce new quality assurance framework for all staff to participate in relation to reporting ▪ Implement planned opportunities for young people to have quality conversations about their learning ▪ Data literacy CLPL sessions to support staff to interpret tracking data ▪ Develop and introduce new BGE tracking and monitoring system and associated policy ▪ Undertake CLPL (SLT) on Progress and Achievement reporting system and BGE Dashboard ▪ Develop supporting CLPL documentation for staff ▪ Develop and implement new Progress and Achievement reporting format for BGE pupils ▪ Introduce literacy and numeracy interventions for BGE pupils ▪ Appoint PT PEF – Family Learning 	<p>October – December</p> <p>October</p> <p>September</p> <p>October</p> <p>September – March</p> <p>September</p>	<ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ PT Curriculum ▪ PT Guidance 	

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> ▪ Identify opportunities to engage with all families via PT Family Learning role 	October – December		
<p>Audit and review of learning/teaching and assessment approaches to ensure high quality and consistent approaches for all learners</p> <ul style="list-style-type: none"> ▪ Appoint PT PEF (Raising Attainment) with a specific focus on approaches to learning, teaching and assessment (L/T/A) ▪ Establish L/T/A working group ▪ Undertake audit of staff CLPL requirements and develop CLPL programme ▪ Review programme of learning visits to celebrate and share good practice 	<p>September</p> <p>October – December</p> <p>January – June</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs 	

Evidence of Impact

- Increase in Senior Phase attainment with specific focus on learners who are 'at risk' of not gaining SQA qualifications
- Insight data shows most senior phase pupils achieve expected or beyond in NQs
- Data from BGE tracking facilitates early interventions for more vulnerable learners

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

<p>NIF Driver School leadership School Improvement Performance information</p>	<p>HGIOS?4 1.1 Self-evaluation for self-improvement 1.5 Management of resources to promote equity 2.4 Personalised support 2.7 Partnerships</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 2 (Non-discrimination): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>
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Expected outcomes for learners which are measurable or observable

- Learners will be experience timely, effective and appropriate supports and interventions
- Learners will experience consistent, high quality learning and teaching in all curricular areas
- Through an increased focus on digital literacy, staff, learners and their families will be confident and skilled in this area

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>Develop planned, targeted and co-ordinated approaches and interventions across BGE & Senior Phase to improve the following for learners in SIMD 1-3:</p>			

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> ▪ Attendance ▪ Engagement ▪ Attainment ▪ Achievement ▪ Appoint PT PEFs – Raising Attainment, Nurture, Wider Achievement, Digital Literacy and DYW ▪ Devise PT PEF strategy which ensures impact and improved outcomes for targeted cohort of learners ▪ Introduce MCR Pathways programme (S3 and SP) and appoint MCR Pathways co-ordinator ▪ PT PEF (Raising Attainment & Nurture – Senior Phase) will work with a targeted cohort of S4 & S5 learners to provide interventions (targeted mentoring and social and emotional wellbeing) 	<p>September</p> <p>September</p> <p>January</p> <p>October – April</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ PT Curriculum 	
<p>Develop and implement whole school digital strategy</p> <ul style="list-style-type: none"> ▪ Appoint PT PEF – Digital Literacy 			

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> ▪ Identify and introduce opportunities for young people to lead learning with a specific focus on digital literacy ▪ Improve digital literacy of young people/parents/carers throughout a planned series of workshops/sessions ▪ Continue to develop digital approaches to learning, teaching and assessment for staff ▪ Undertake digital audit and start to work towards achieving Digital Schools Award 	<p>September</p> <p>October – December</p> <p>October – June</p> <p>October – June</p> <p>November – January</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ PT Curriculum 	
<p>Improvement in attainment (breadth and depth) for Senior Phase pupils (SIMD 1-3) and Care Experienced young people</p> <ul style="list-style-type: none"> ▪ PT PEF (Raising Attainment & Nurture – Senior Phase) will work with a targeted cohort of S4 & S5 learners to provide interventions (targeted mentoring and social and emotional wellbeing) ▪ Strathclyde University ‘Study Skills Workshops’ focusing on the following: Metacognition, Time-Keeping, Mind set & Memory Techniques 	<p>October – March</p> <p>November</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ PT Curriculum ▪ PT Guidance 	

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> ▪ Residential ‘study skills’ weekends for targeted cohorts ▪ PT PEF (Equity) will work with care experienced young people to provide interventions (curriculum and social and emotional wellbeing) ▪ PT PEF (Equity) will provide mentoring support for young people, will engage with families and focus on attendance 	<p>March</p> <p>October – March</p> <p>October – March</p>		

Evidence of Impact
<ul style="list-style-type: none"> ▪ High level of learner engagement in learning (in school and digitally) observed through tracking, focus groups, L&T visits, pupil voice ▪ Positive Insight data against VC and national measures ▪ Improvements in the number of learners gaining wider accreditation

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement Assessment of children's progress	HGIOS?4 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity	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"> ▪ HWB views of all learners gathered and tracked throughout the year with appropriate interventions put in place ▪ Targeted groups of learners are able to improve attendance throughout the year and, as a result, make improvements in attainment and achievement ▪ Young people improve are more engaged in their learning due to HWB supports in place

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Implementation of new school vision, values and aims <ul style="list-style-type: none"> ▪ Consultation with all stakeholders on new school vision, values and aims ▪ Brand and launch of new school vision, values and aims 	August – October January	The following will lead on this area: <ul style="list-style-type: none"> ▪ DHT 	

<ul style="list-style-type: none"> ▪ Identify and implement opportunities to celebrate new school vision, values and aims ▪ Finalise and launch relationships policy – ‘This is How We Do it Here’ ▪ Identify opportunities and implement post-COVID faith ‘recovery plan’ to allow us an opportunity to celebrate as a community of faith 	<p>January – June</p> <p>June</p> <p>October - March</p>	<ul style="list-style-type: none"> ▪ PT PEFs 	
<p>Develop and implement BGE Health & Wellbeing ‘recovery’ curriculum focusing on resilience and relationships</p> <ul style="list-style-type: none"> ▪ Audit and review of current BGE PSE curriculum ▪ Develop new BGE PSE curriculum focusing on resilience and relationships ▪ Undertake HWB audit of BGE learners via m Glasgow Motivational Wellbeing Profile (GMWP) ▪ Introduction and implementation of iheart HWB curriculum for BGE learners ▪ Introduction of Humanutopia ‘Who Am I?’ course for targeted group of S2 boys with a specific focus on peer relationships/protected characteristics/equalities 	<p>August – December</p> <p>August – December</p> <p>October – December</p> <p>November – March</p> <p>March</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ PT Guidance ▪ iHeart ▪ Humanutopia 	

<ul style="list-style-type: none"> ▪ Re-introduction of 'Mentors for Violence' programme for all BGE learners 	<p>October – December</p>		
<p>Develop whole school Nurture principles and approaches</p> <ul style="list-style-type: none"> ▪ Appoint PT PEF Nurture (BGE & Senior Phase) ▪ Undertake Nurturing Schools CLPL programme (PT PEF BGE and SLT link) ▪ Identified targeted cohort of BGE learners to work alongside PT PEFs ▪ Introduce 'S1 Soft Start' club for targeted cohort of learners ▪ Undertake Boxall profiling for targeted cohort of BGE learners ▪ Develop S1 'Soft Start' curriculum based upon resilience and relationships ▪ Audit and review ongoing work in relation to whole school approach to nurture and devise 3 year strategic plan ▪ Begin work towards achieving 'Nurturing Schools' Award/status 	<p>September</p> <p>November</p> <p>September</p> <p>October</p> <p>October – December</p> <p>January – March</p> <p>March – June</p> <p>January – June</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ PT Guidance ▪ Nurturing Schools 	

<p>Develop a strategic whole school approach to partnership working (with a specific focus on health & well-being) to ensure young people and their families are aware of the supports that are in place and how to access these</p> <ul style="list-style-type: none"> ▪ Audit current provision of partnership working with a specific focus on health and well-being ▪ Meet with all partners to identify interventions provided ▪ Identify cohort of learners that will be involved in targeted HWB approaches ▪ Develop a three year strategic plan for partnership working (HWB) ▪ Measure impact and outcomes of HWB partnership working for this session (2021.22) ▪ Introduce additional HWB staffing – HWB officer and HWB practitioner ▪ Provide additional counselling support (PEF funded via Action for Children) ▪ Develop referral system to access HWB support ▪ Devise and introduce HWB communications strategy to ensure 	<p>August – December</p> <p>August – December</p> <p>January</p> <p>January – June</p> <p>June</p> <p>August – December</p> <p>January</p> <p>September</p> <p>November</p>		
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that young people and their families are aware of support/interventions available			
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Evidence of Impact

- Analysis of attendance data will continue to show improvement
- Young people can confidently articulate how and where to access a range of supports for HWB
- Inclusive and positive relationships and interactions will continue to be strong features of the school environment

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
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"> ▪ Young people develop skills for learning, life and work in all curricular areas and are able to identify areas for development. ▪ Improvement in sustained positive destination figures for Notre Dame High School ▪ Increased numbers of students taking part in extended work experience placements

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Year 1 (of 3) curricular review to ensure that NDHS has a curriculum which is inclusive and meets the needs of all of our young people and, subsequently, provide them with appropriate qualifications which will ensuring that all			

<p>young people have positive and sustained destinations</p> <ul style="list-style-type: none"> ▪ Raise staff awareness of wider achievement and identify curricular opportunities for this session ▪ Begin consultation with all stakeholders on curricular review ▪ Re-design Senior Phase options to ensure that attainment is raised for all young people ▪ Review of S3 Curriculum and introduce Option Choices/Master classes for next session 	<p>October – December</p> <p>October – December</p> <p>December – January</p> <p>January</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ DYW Co-Ordinator ▪ SDS 	
<p>Cohesive and strategic approach to DYW with a specific focus on developing skills for life, learning and work and ensuring that all young people have positive and sustained destinations</p> <ul style="list-style-type: none"> ▪ Appoint PT PEF DYW ▪ Devise whole school strategic approach to DYW Team (DHT/PT PEF/DYW Co-Ordinator & SDS) ▪ Devise alternative curriculum for S5 Winter Leavers and targeted N4 pupils for additional qualifications at SCQF levels 5 and 6 	<p>September</p> <p>September – October</p> <p>October – December</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ DYW Co-Ordinator ▪ SDS 	

<ul style="list-style-type: none"> ▪ Planned intervention programme for Winter Leavers and target groups to improve Positive Sustained Destinations ▪ Introduce targeted work experience programme ▪ More effective use of 16+ data to inform curriculum choice and interventions 	<p>October – December</p> <p>October – January</p> <p>October – January</p>		
<p>Identify and implement opportunities for wider achievement for BGE and SP learners</p> <ul style="list-style-type: none"> ▪ Undertake audit of current wider achievement opportunities ▪ PT PEF (Wider Achievement - BGE) will work with a targeted cohort of learners to identify opportunities for wider achievement ▪ PT PEF (Wider Achievement – SP) will work with a targeted cohort of learners to identify to gain additional qualifications 	<p>September – October</p> <p>October – June</p> <p>October – June</p>	<p>The following will lead on this area:</p> <ul style="list-style-type: none"> ▪ DHT ▪ PT PEFs ▪ DYW Co-Ordinator ▪ SDS 	

Evidence of Impact

- 100% of pupils will have a career destination entry on SEEMIS
- Positive destination figures will increase to 98%
- Increased awareness by all stakeholders of pupil pathways

HOW WILL WE KNOW IF WE ARE ACHIEVING OUR INTENDED IMPROVEMENTS?

We will measure and evaluate our progress by using Quality Improvement activities that include thematic reviews (inc those in conjunction with Local Authority), self evaluation using HGIOS 4 and analysis of both internal data and data from SQA and Education Scotland.

Each year we also complete a review of our School Improvement plan and this contributes to our Standards and Quality Report.