

## Notre Dame High School

### Standards and Quality 2021/22

#### Context of the school:

Notre Dame High School is a Catholic Comprehensive school, with a roll expected in August 2022 of 900 students, serving the community of Greenock. 58% of our young people are from SIMD 1-3. 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 can 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.

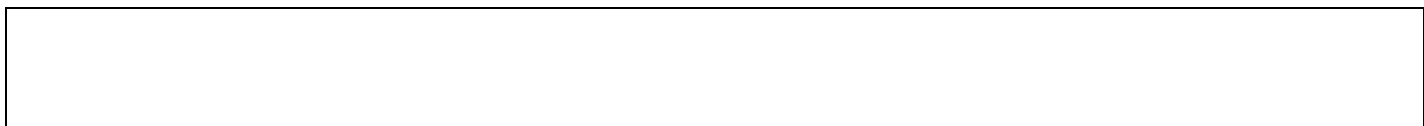
At Notre Dame High School we strive to provide high quality education through having high expectations and standards for our pupils. We view that support for pupils is vital and try to address difficulties as they arise.

**NOTRE DAME HIGH SCHOOL**

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

<b>Belief</b>	<b>Perseverance</b>	<b>Respect</b>
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.

The graphic features a blue and dark blue background with white text. The title 'NOTRE DAME HIGH SCHOOL' is at the top in bold. Below it is a quote: 'A community of learning and faith, built upon love and ambition.' The main content is organized into three columns under the headings 'Belief', 'Perseverance', and 'Respect'. Each column contains three bullet points describing the school's values and ethos.



**School priority 1:**NIF Priority

Improvements in attainment, particularly in literacy and numeracy

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NIF Driver

Assessment of children's progress  
Teacher professionalism

HGIOS?4 QIs

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

**Other Drivers**

**HGIOELC**  
**UNCRC**

*Article 28: (Right to education):*

**Outcome:**

- Achievement and attainment in Literacy and Numeracy will continue to increase across Broad General Education (BGE) and Senior Phase (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

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

- Through the introduction of our new Senior Phase Tracking system, all staff have identified an improvement in their data literacy skills and subsequently have a greater understanding of current attainment and progress. This has resulted in most learners making expected progress during this session
- All staff have engaged in sessions to improve the quality of assessment and reporting. These sessions and the revised quality assurance process have ensured that young people and their families have been provided with timely and informative feedback. Regular learner conversations and reporting updates have identified increased levels of confidence in learners and an increased level of responsibility in relation to their own learning
- Senior Phase learners and their families identified increased levels of confidence in their ability to learn and study independently because of our universal and targeted approach to mentoring and raising attainment – this strategic approach was led by our PT PEF 'Raising Attainment', PT PEF 'Nurture' and PT PEF 'Equity'
- PT PEF 'DYW' worked in conjunction with DYW Co-Ordinator to engage Winter leavers in a targeted programme to increase literacy and numeracy levels and identify positive and sustained destinations. Limited progress made in relation to improvement in literacy and numeracy levels but all the young people who have engaged in the programme have a positive destination

**Next Steps:**

- ✓ Improved daily focus on monitoring and improving attendance
- ✓ Identify and implement additional interventions for pupils who are not making expected progress.
- ✓ Timetable literacy and numeracy collaborative input across the cluster and plan a series of family learning workshops.

**School priority 2:**NIF Priority

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

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NIF Driver

Assessment of children's progress  
Teacher professionalism

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement  
1.5 Management of resources to promote equity

**Other Drivers**  
**HGIOELC**  
**UNCRC**

*Article 28: (Right to education):*

**Outcome:**

- Learners will 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

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

- Targeted cohorts of learners engaged in literacy and numeracy interventions in BGE supported by 'recovery' staffing. Baseline data indicates an improvement in literacy and numeracy levels for these learners. This targeted approach also improved confidence and resilience levels for these young people who have now identified that they feel more confident in their literacy and numeracy skills and are engaging more in their learning
- MCR Pathways programme introduced (fully funded by PEF) in January. Limited impact so far due to recruitment and staffing issues. Young people who we believe would benefit from this programme have been identified and recruitment of mentors is underway with August launch
- Supported by our PT Digital Literacy (PEF funded), staff engaged in a series of opportunities to develop their skills in digital approaches to Learning, Teaching and Assessment. Staff evaluation identified increased confidence in this area. We have also started working towards achieving the Digital School's Award which will be completed next session. PT PEF has also worked alongside a group of learners to use digital platforms to engage with families. Termly vlog (replacing written newsletter) has received positive feedback from parents and families and is now being led, designed and produced by learners
- Audit of learning, teaching and assessment undertaken by DHT and PT Raising Attainment (PEF funded) identified good practice and opportunities to share these. Introduction of 'NDHS Learns' - a fortnightly focus on pedagogical approaches – provided a structured approach for staff who identified that confidence levels in relation to their classroom practice had been impacted upon due to COVID restrictions and school closure. This renewed focus on pedagogy was welcomed by staff and feedback/evaluation indicate improved levels of confidence and learners more engaged

**Next Steps:**

- ✓ Audit and review of learning, teaching and assessment (L/T/A) approaches to ensure high quality and consistent approaches for all learners
- ✓ Establish L/T/A project team who will produce and implement 'NDHS Learns' policy
- ✓ Review programme of learning visits to celebrate and share good practice
- ✓ Achieve Digital Schools Award and continue to focus upon digital approaches to L/T/A

### School priority 3:

#### NIF Priority

Improvement in children and young people's health and wellbeing

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#### NIF Driver

Assessment of children's progress  
Teacher professionalism

#### HGIOS?4 QIs

1.1 Self-evaluation for self-improvement

1.5 Management of resources to promote equity

#### **Other Drivers**

**HGIOELC**

**UNCRC**

*Article 28: (Right to education):*

#### **Outcome:**

- HWB views of all learners gathered and tracked throughout the year with appropriate interventions put in place
- Targeted groups of learners can 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

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

- Introduction of NDSH refreshed vision, values and aims. Young people, staff and stakeholders identify that there is a clear understanding of our three core values – belief, perseverance and respect – and there is a developing understanding in relation to how these values are enacted daily. The achievement of young people is now recognised under these values and the introduction of our 'Head Teacher Awards' and views of stakeholders – staff, young people and their families identify this is a positive addition which celebrates achievement for all
- Views of learners in relation to their health and well-being were systematically gathered throughout the year via the Glasgow Motivational Well-Being (GMWP) Tool. These views identified that well-being was an area which had been directly impacted upon following COVID and school closure. Specific areas of focus were on relation to mental health, self-esteem, resilience and a lack of connection with their peers.
- This data was used to inform universal and targeted supports in relation to well-being. Universal supports via iHeart and Humanutopia (PEF funded) focused specifically on S1 and S2 pupils. Targeted supports via Action for Children, Man On, MCR Pathways and our well-being officer (all PEF funded). As a result of these interventions, young people are demonstrating improvements in areas such as attendance, resilience and engagement
- Continued work on whole school approaches to Nurture Principles led by PT PEF 'Nurture'. As part of this work, targeted intervention for S1 pupils with the introduction of

'soft start' curriculum focusing upon resilience and relationships. Young people who engaged in this intervention identified that their resilience increased, and all young people identified that there was no longer the requirement for this support post-December

→ Audit and review of partnership working within NDHS identified supports available to young people and their families in relation to well-being. More co-ordinated approach to partnership working in place but young people and their families identify that they are unsure what supports are available to them and how to access them

#### Next Steps:

- ✓ Launch and implementation of new school vision, values and aims
- ✓ Develop whole school Nurture principles and approaches
- ✓ Develop and implement BGE PSE curriculum
- ✓ Develop a strategic whole school approach to partnership working

## School priority 4:

### NIF Priority

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

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### NIF Driver

Assessment of children's progress  
Teacher professionalism

### HGIOS?4 QIs

1.1 Self-evaluation for self-improvement  
1.5 Management of resources to promote equity

### **Other Drivers!**

**HGIOELC**  
**UNCRC**

*Article 28: (Right to education):*

### **Outcome:**

- Young people develop skills for learning, life and work in all curricular areas and can 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

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

- Year one (of three) curricular review and consultation undertaken with stakeholders to gather views on the current curriculum and ensure that it meets the needs of all learners and provides skills and qualifications for a sustained and positive destination
- As a result of this curricular review, opportunities identified in BGE - with a specific focus on S3 – which will develop skills for life, learning and work and consider local labour market information (LMI). Feedback from young people and their families has been very positive in relation to these curricular changes and improved engagement and attendance from this cohort following implementation
- Working closely with, and actively involving, suitable partner agencies, the Developing the Young Workforce Coordinator (DYWC) and PT DYW (PEF) supported meaningful provision for disengaged pupils. Most of these pupils benefitted from this focussed support. *DYWC partially funded through PEF.*
- Progress with work placements was less-well developed due to Covid-19 restrictions.
- 16+ Tab data was comprehensively collected at critical points throughout the year. Almost all pupils actively participated and data was used ensuring more effective, targeted support for all pupils.

### **Next Steps:**

- ✓ Year 2 (2 of 3) curricular review to ensure that we have an inclusive curriculum which meets the needs of all our young people
- ✓ Engage with curricular workstreams at local level to inform curricular design process
- ✓ Cohesive and strategic approach to DYW with a specific focus on developing skills for life, learning and work and ensuring that young people have positive and sustained destinations

### Additional PEF Spend – Cost of the School Day

<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p><u>HGIOS4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion</p> <p><b>UNCRC</b> Article 28: (Right to education):</p>
<p><b>Spend: £10,000</b></p> <p>Removing the barriers to the cost of the school day remains a priority for us and PEF spend was allocated to this throughout the academic year:</p> <ul style="list-style-type: none"> <li>→ Magic Breakfast Club was re-established each morning which provides young people with breakfast (cereal/bagel/drink) at the beginning of each day</li> <li>→ School uniform was purchased for specific families who were struggling to engage with school</li> <li>→ A range of well-being activities were funded to develop leadership skills and boost confidence and self-esteem</li> </ul> <p><b>Progress and impact of outcomes for learners:</b></p> <ul style="list-style-type: none"> <li>✓ All S2 &amp; S3 learners engaged in team building/career planning sessions. Feedback from learners and their families identified that confidence had increased and learners felt more assured in relation to career choices and planning for the future</li> </ul>	

### National Improvement Indicators of Quality

Quality Indicator	School Self Evaluation	Key priorities for session 2022/23
1.3 Leadership of change	Good	<ul style="list-style-type: none"> <li>✓ Creation of collegiate time for school improvement planning groups to engage in professional dialogue, collegiate learning and planning for continuous improvement</li> <li>✓ Establish Young Leaders of Learning focus group to enhance pupil voice and participation in continuous school improvement</li> <li>✓ Continue to support and develop leadership capacity for all middle leaders to improve learning outcomes for all young people</li> </ul>
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> <li>✓ Audit and review of learning, teaching and assessment (L/T/A) approaches to ensure high quality and consistent approaches for all learners</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Establish L/T/A project team who will produce and implement 'NDHS Learns' policy</li> <li>✓ Develop a programme of CLPL activities to support staff in developing learning, teaching and assessment approaches including aspects of digital technology</li> </ul>
3.1 Ensuring wellbeing, equity and inclusion	Good	<ul style="list-style-type: none"> <li>✓ Launch and implementation of new school vision, values and aims</li> <li>✓ Develop whole school Nurture principles and approaches</li> <li>✓ Develop and implement BGE PSE curriculum</li> <li>✓ Develop a strategic whole school approach to partnership working</li> </ul>
3.2 Raising attainment and achievement	Good	<ul style="list-style-type: none"> <li>✓ Further develop staff confidence in analysis of data (including stretch aims) to ensure all pupils make expected progress</li> <li>✓ Focus on re-engagement of targeted pupils through exploring opportunities for wider achievement</li> <li>✓ Further develop our parental engagement strategy to incorporate regular and systematic communications regarding home learning and access to support strategies</li> </ul>

## Key Achievements of the school

### English Department

- Re-established links with our cluster Primary schools through Transition visits. We hope to take forward an initiative next year where we'll plan, prep, teach, assess and moderate a piece of work with P7 teachers.
- We represented Inverclyde during the West Partnership Moderation process for Literacy at Level 3 and 4. We received very positive feedback from the colleagues who scrutinised our judgements.
- Estimates & presentations for Nat 5 and Higher English exams (and ACEL in S3) remain high. This is no mean feat considering the amount of disruption faced with multiple and prologued staff and pupil absences.
- The highest number of presentations for Advanced Higher English ever (or certainly in recent years)
- Development and successful implementation of BGE resources focused on COP26

### Math's Department

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

#BeliefPerseveranceRespect.

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

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

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

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

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

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

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

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

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

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

We are continuing to develop the use of social media.

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

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

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

### **Music Department**

NDHS Cluster Concerts (instrumental & vocal);

Raised £266 for SCIAF (Ukraine appeal);

P7 Transition Lunchtime Concert for pupils;

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

Panto before Christmas;

Advent Musical Performances every day till 25<sup>th</sup> Dec from the 1<sup>st</sup> Dec 2021;  
Great participation in the Inverclyde "Young Musician of the Year" competition;  
Trip to see WSSO (West of Scotland School's Orchestra);  
Inverclyde Woodwind Competition - many high placed pupils;  
Pupils accepted to RCS for Musical Theatre;  
Pupils accepted to RCS Junior Conservatoire;  
Pupils accepted for NYOS Jazz Orchestra;  
Various successes in S2 with Pop Projects and Battle of the Bands competitions in class;  
Talented pianist awarded piano to promote attainment;  
Implemented BGE Music Technology course to encourage progression;  
Started covid-recovery process with instrumental tuition taking shape once more;  
Promoted music through a wide array of extra-curricular activities such as Orchestra, Junior Band, Keyboard Club, Concert Band etc.;

Supported pupils in preparation of external exams such as ABRSM.

### **PE Department**

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

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

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

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

3rd District 100m

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

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

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

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

### **HFT Department**

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

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

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

### **Science Department**

Successes to note in the Science Department this year include;

We successfully ran the Science Bacallaureate this year for the first time and passed verification.

Ran our own 'COP26' where the science department delivered climate change lessons and organised a COP26 summit. This involved each PSE class designing an eco school logo to take to the summit where pupil representatives from across the school produced a climate change charter for our school and wrote a letter to the council.

Our S6 YSL organised COP26 events, held a virtual meet the engineer, helped to run science club, STEM and Robotics club, made a podcast.

Had an S3 marine engineering workshop and ran 2 workshops in a box in conjunction with the RSC/Edinburgh University Chemistry School for S3 chemists and the AH class.

### **Geography Department**

#### 1. November – COP26

In Geography all of our S1 and S2 and S3 pupils will complete two lessons on COP 26- what the reasons are behind holding the summit, what is climate change? why do we need to reduce greenhouse gas emissions? and what can we do personally at NDHS after working out their own carbon footprint.

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

#### 2. Outdoor learning - fieldwork

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

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

#### 3. Travel and tourism

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

#### 4. Reintroduction of cooperative learning

Across all year groups we have (post Covid) reintroduced cooperative learning tasks such as placemat revision, expert teacher, modelling in groups and active learning (moving around the class room).

### **PEF Initiatives**

Mentally and emotionally preparing pupils for exams and transitions within the academic year via the successful delivery of the mentoring programme as well as regular wellbeing check ins to monitor pupil motivation and engagement in class work and preparation for exams;

Academically preparing SQA candidates for studying with the Strathclyde University Study skills workshops for all S4-S6 pupils and additional workshops for pupils identified who require additional support/motivation;

Pitchin' In with Police Scotland - first time this has been delivered within Inverclyde council. Based on feedback, which was given last week, the boys now understand the impact of their actions and behaviours on the community and on Police Scotland;

Senior pupils leading learning within the Hate Crime PSE Input with I Am Me Scotland;