



# Inverclyde council

## Notre Dame High School

### Standards and Quality Report

2016-17



# Contents

- 1. Notre Dame High School: Information**
- 2. School Leadership**
- 3. Teacher Professionalism**
- 4. Parental Engagement**
- 5. Assessment of Pupil Progress**
- 6. School Improvement**
- 7. The Development of the Curriculum**
- 8. Ensuring Wellbeing, Equality and Inclusion**

# NOTRE DAME HIGH SCHOOL

## School Information

Notre Dame High School is a Catholic Comprehensive School. Our aim is to work together as a community to provide an ethos for learning that is welcoming, supportive and caring, where everyone is treated with respect and dignity, able to 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 to work hard to achieve their full potential using their God-given talents. We do this by working in partnership with parents/carers and our Parishes, St Laurence's, St Patrick's and St Mary's, as well as our associated primary schools, All Saints', St Patrick's and St Mary's.

We aim to create a climate of trust to ensure the continuing development of all of our young people.

We seek opportunities to encourage pupils to access every opportunity to achieve and participate in the wider life of the school, to set the highest expectations and allow them to develop into the confident, successful young individuals we would wish them to be.

Notre Dame High School has a roll of 870 students, serving the community of Greenock.

50.4% of our pupils are from SIMD 1 and 2. This figure is an increase from the previous census data reflecting that our School Community is now more affected by poverty than previously.

Attendance for session 2016-17 was 90.5%. Temporary exclusions were reduced from 64 to 59. This is due, in large measure, to the development of Inverclyde Council's Positive Relationships, Positive Behaviour Policy, provision of alternatives to exclusion as well as the implementation of Restorative practices.

### **Student Support Team**

The structure of Student Support Team in Notre Dame is designed to allow the support framework to parallel Inverclyde Council's Additional Support Needs Policy including GIRFEC and Wellbeing Assessments. The wider support team consists of:

### **Senior Management Team**

- M Liddell S1 and S2 A-C Groups
- S Dalziel S2D-E Groups and S3
- J McDonald S4 & S5
- K Coultie S6

## Student Support – Guidance and Support for Learning

➤ M McCluskey	PT Guidance
➤ C Smith	PT Guidance
➤ T O'Donnell	PT Guidance
➤ G Lamont	PT Guidance
➤ M McKernan	PT Guidance
➤ M Fischer Keogh	PT Support for Learning
➤ P Wilson	PT Communication and Language Department

## Key Achievements in 2016-2017

- In the Summer Term we hosted the Diocesan Synod for Paisley Diocese. A major event held over six Saturdays within the Diocese - it forms Bishop John Keenan's plans to bring new life into Parishes and Schools across the local area.
- In June 2016, we were awarded Level 1 status as a Rights Respecting School.
- In September the Notre Dame Cluster Schools (All Saints' PS, St Mary's PS, St Patrick's PS and our Associated Nurseries presented a workshop about Parental Engagement at the Scottish Learning Festival at the Scottish Exhibition Centre.
- 24 S6 pupils undertook the Caritas Award Programme.
- Three S6 pupils achieved the Queen's Scout Award.
- At Inverclyde Music Festival we had 28 'First in Class' Awards and 25 'Second in Class' Awards.
- From January to April, pupils in our Communication and Language Department worked with Writer Paul Bristow and Artist Mhairi M Robertson to develop and create their own original anime and produced their own book entitled 'DOMATE'
- We were awarded 'Gold' status by the Teen Tech association and display their logo on our communications. This was awarded due to our continued success in this competition and we are the first School in Scotland to achieve this (one of only six in Great Britain.)
- In March hundreds of Parents and pupils attended our Cluster Science Fayre which focussed on Science, Technology, Engineering and Maths with the introduction of Globalisation too this session. Morgan Sindall (currently constructing Orchard View Nursing Facility) attended to highlight working in Partnership with local employers.
- Increased provision within the Senior Phase Curriculum with the introduction of Engineering Science and Music Technology.
- Introduction of a House system following consultation with pupils.
- Implementation of Wellbeing Assessments and key aspects of GIRFEC.
- 5 students participated in Mission Discovery - a week long STEM initiative with NASA at the University of the West of Scotland.
- One of our Senior Netball Team was selected to represent Scotland in Gabarone.
- Multiple Students have represented the School at Junior Royal Conservatoire Scotland, National Youth Choirs of Scotland and West of Scotland Symphony Orchestra/ Concert Band.
- One of our S3 Pupils attended the Scottish National Swimming Championships in Aberdeen.
- Two S3 Pupils represented Inverclyde at the Scottish Government visit to Arras to commemorate 100 years since World War One.
- Mrs Karen Kelly was named Teen Tech Teacher of the Year in London.



Teen Tech Winners over the past five years with Mrs Kelly (Centre).

## School Leadership

### The quality and impact of leadership within school.

Evidence we gather:

- Self-evaluation of HGIOS? 4 Quality Indicator 1.3 - Leadership of Change.
- Number of Teachers taking on Leadership opportunities.
- Number and level of engagement of staff undertaking professional development to meet the standards for Leadership and Management.
- Uptake of Staff undertaking Leadership training.

Within the Local Authority, the Head Teacher is involved in the following support networks to share good practice and enhance and develop leadership skills across Inverclyde:

- Regular heads of establishment meetings across the authority.
- Secondary Heads meetings.
- Attainment Challenge Implementation Group Meetings.
- A professional learning community for Induction of new Secondary Head Teachers.

Above all, the vision for the School is ambitious and focuses on Improvement in Outcomes for all learners.

To address this, at Notre Dame High School we have set up a structure where pupils can get involved in leadership opportunities to give more autonomy and value to the pupil voice. We have achieved this through implementing an Ambassador role which has an application and interview process to reflect and develop skills that will be required in the outside world. We have used this structure to develop roles as Sports Ambassadors, Developing Young Workforce – My World of Work Ambassadors and also Technology Ambassadors.

Staff demonstrate that they are keen to take on leadership opportunities and there are many examples of success in doing so. School Improvement groups are led by staff and have made excellent progress in meeting the requirements of the School Improvement Plan.

Within Rights Respecting School Group pupils have led meetings and are currently driving forward the implementation of lessons about UNCRC to enable us to apply for validation at Level two status in the coming session.

Our Head Boy/Girl, Deputes and Prefects were selected by our Pupil Council and this year we will introduce a House System where House Captains are selected by the same process.

Two members of staff have been part of the Extended SMT and this session will include Practitioner Inquiry to consolidate the personal development function of this role.

Staff are encouraged to reflect on the shared values as embedded in the GTCS Standards and this forms a basis for the Professional Review and Development process on an Annual basis.

## Teacher Professionalism

**Teacher professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.**

Evidence we gather:

- Self-evaluation of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment.
- Percentage of teachers who have undertaken career long professional learning as part of the GTCS professional update process.
- Opportunities for and impact of, professional learning opportunities.
- Self Evaluation Visits by Local Authority and HMle

Involvement in Secondary Attainment Challenge has given increased opportunities for staff training. All staff undertook KCA Training in Nurture / Attachment which has had a big impact on staff. Mairi McFarlane ( Primary Attainment Challenge Lead) addressed all staff at October INSET Day to ensure that staff were clear as to what our Pupils in Attainment Challenge Schools had previously experienced so that staff can build on progress. Fifteen Staff attended the talk on 'Weavers of Magic' by Sir John Jones which was also highlighted as an inspirational event.

Maths teachers met as a group on INSET day 5 to look at how to collaborate on improving Numeracy across Inverclyde Council.

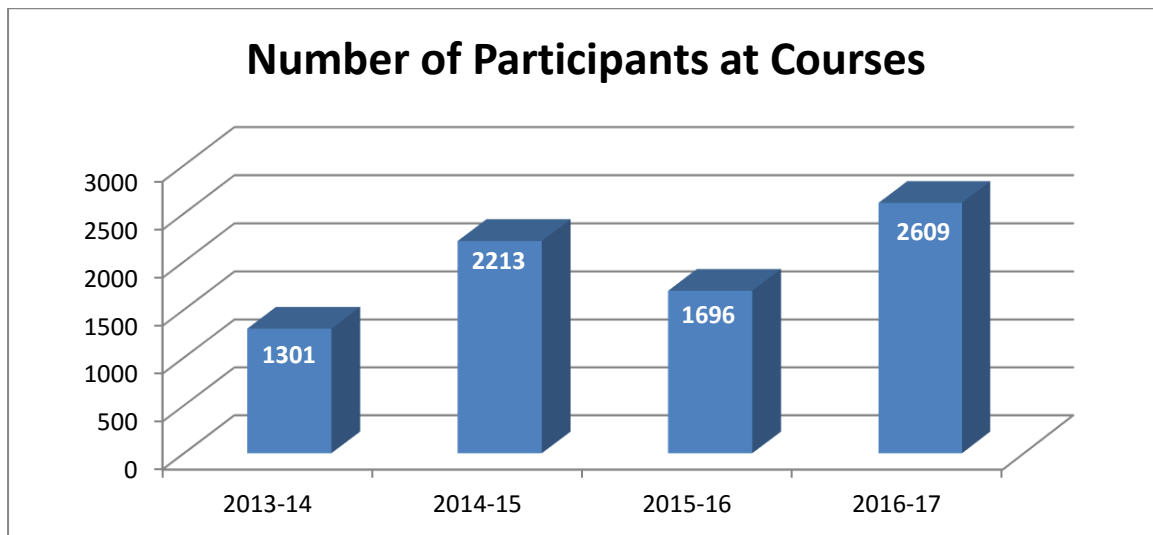
Many Staff have been involved as Appointees of SQA within Qualifications Teams and as Moderators, Verifiers and Markers. We were verified in three Subjects, Physical Education, Health and Food Technology and Modern Studies. Feedback from SQA was very positive with several areas highlighted as areas of good practice. There has also been a significant amount of Development work within Departments to fully implement the full suite of new SQA Courses up to National Seven.

Continued involvement in training for the Establishment Contact (Named Person) Service for Getting It Right For Every Child (GIRFEC) has meant that review meetings and updates take on a more structured format and there is a clearer focus on pupils' needs.

Our Newly Qualified Teacher benefitted from mentoring and support within his own Department and produced a Professional Study on Attitudes to Exercise based on his own research.

CPD was provided on an in-house basis to support use of the Gateway system for planning and recording Professional Development for GTCS.

The Head Teacher and Depute Head have been instrumental in working on Communities of Practice within the Greenock area to influence the Joint Working of Children's Services.



Across Inverclyde Council, the commitment of staff to supporting improvements in the school was identified as a key strength, improving the consistency of learning and teaching remains a key priority for all schools.

Although the above table shows an increase in staff accessing courses and training across Inverclyde, Staff cover continues to be an issue. A comprehensive programme of in-house CPD was delivered by staff on a voluntary twilight basis to enable Staff to access Professional Development without the need for class cover.

All key Staff have been trained in the use of the Wellbeing Application and have been using the Wellbeing Web to work with pupils to identify needs/ requirements. Team Around the Child Meetings have meant that there is a clearer focus on how to meet pupils' needs in School or outwith. One of our Staff has been trained as a trainer in the use of the Wellbeing Application and we have supported Staff in neighbouring authorities in this regard.



## Parental Engagement and Partnership Working

**Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.**

Evidence we gather:

- Feedback from Parent Council Representatives meetings and Parent Council meetings.
- Self-evaluation of HGIOS?4 / Quality Indicator 2.5 - Family Learning and Quality Indicator 2.7 - Partnerships.
- Quality and impact of family learning events.
- Questionnaires / feedback from above.
- Evidence of parental involvement in School Improvement

We have taken forward Developing Inverclyde's Young Workforce programme by implementing DYW My Work of Work Ambassadors. We have significantly increased the number of Senior Phase pupils attending Vocational Courses at West College Scotland including five on Foundation Apprenticeships. Two pupils completed the Pre-Apprenticeship Programme through the Trust and have gone on to further Training.

Several young people attended events hosted by the NHS, Glasgow Training Group and Ferguson Marine.

We have ensured that a co-ordinated response to family learning has been taken forward with partners to ensure impact on attainment. This has been extended to include globalisation as well as Science, Technology, Engineering and Maths which have been features of this event over a number of years.

New business partners were generated to support the Dragon's Den entrepreneur programme. This is used as a lead-in to the Teen Tech Competition.

Scott Anderson (S6) won the Taste of Industry event held engaging 20 hospitality, travel and tourism sector partners. We have introduced flexible senior phase work placements to increasing the number and range and impact of employer partners supporting the school.

A successful construction partnership programme has been introduced with Morgan Sindall who attended our Cluster Science Fayre.

We continue to work on targeted interventions from a range of partners through the Attainment Challenge. We have seen an increase in self referrals to Barnardo's Family Support Workers. The support is easily accessible within the families' community and the partnership work has increased parental engagement in schools. Pupils have taken part in a very successful liaison with Community Learning and Development (CLD) workers who have compiled a suite of activities from which schools can self-select appropriate interventions to support target cohorts of families.

Our Parent Council is very supportive of our efforts to continue to improve the School and are keen for opportunities to participate in discussion to support this.

Typical items this Session have been:

- The statutory consultation for placing requests and school transport.
- The cost of the school day.
- DIYW.
- The allocation and use of Pupil Equity Funding.
- The Integrated Services Schools Inspection.
- The introduction of Credit Unions.
- Impact of new National Qualifications.
- Overview of the legislation underpinning educational governance delivered by the Corporate Director for Education, Communities and Organisational Development.
- Wider Access to University Places

The Community Learning and Development (CLD) Youth Work Service collaborated with Community Wardens and Police Scotland to deliver sessions on drug awareness following concerns within the local area.

The partnership working with Active Schools continues to work well with increasing participation in activities and sessions on offer.



An 'overview' of our Cluster Science Fayre.

## Assessment of Progress

**Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.**

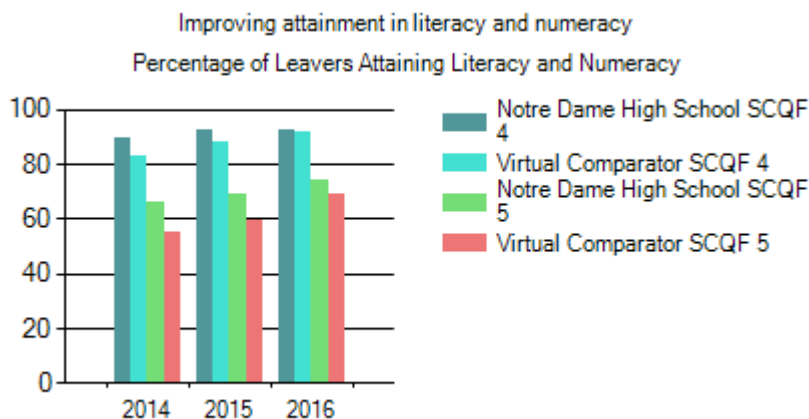
Evidence we gather:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at S3.
- Data from surveys.
- Senior phase qualifications and awards data.
- School leaver destinations.
- Wider achievement awards.
- Self-evaluation of HGIOS?4 Quality Indicator 3.2 - Raising Attainment and Achievement.

SEEMIS is now in use to track teacher judgements in the BGE and having a Data Officer for the Attainment Challenge will enable better analysis of local data. A further development is the Quality Assurance and Moderation Support Officers (QAMSOs) who have been identified across the authority for key stages of the BGE for literacy and numeracy and trained by Education Scotland to lead moderation and assessment activities. Moderation has taken place within our cluster, and with other Secondary Schools.

LITERACY and NUMERACY - TEACHER JUDGEMENTS BY END OF S3

<b>Notre Dame HS</b>	<b>16-17</b>
Language	79.6%
Numeracy	88.7%

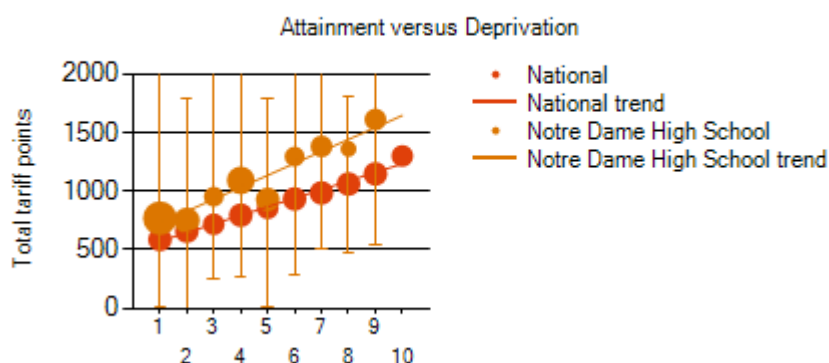


Whilst there are positive aspects terms of Notre Dame High School showing results higher than the National average in terms of attainment linked to deprivation the pattern still reflects the national trend of there being a poverty related attainment gap. (See table shown below).

This was highlighted quite directly to Head Teachers during meeting with Frankie Sulke of the London Attainment Challenge and reducing this gap will be a major focus of the Secondary Attainment Challenge in 2017-18.

## ATTAINMENT v DEPRIVATION

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

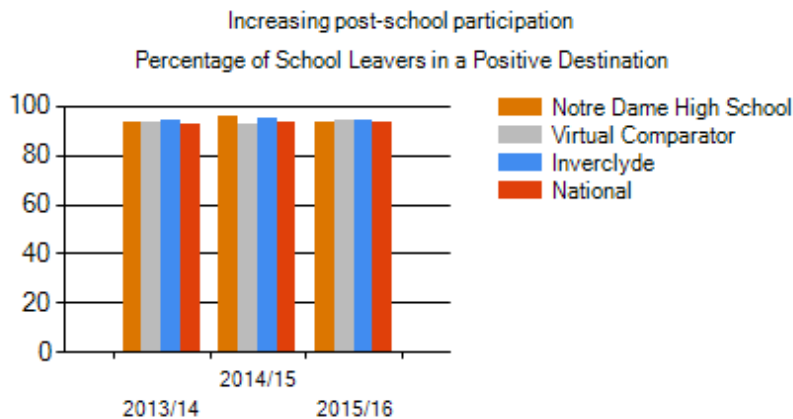


## POSITIVE LEAVER DESTINATIONS

Over 2015/16 749 young people left Inverclyde schools with 41 pupils leaving from S4, 139 from S5 and 569 from S6. Inverclyde pupils stay at school longer than the national average.

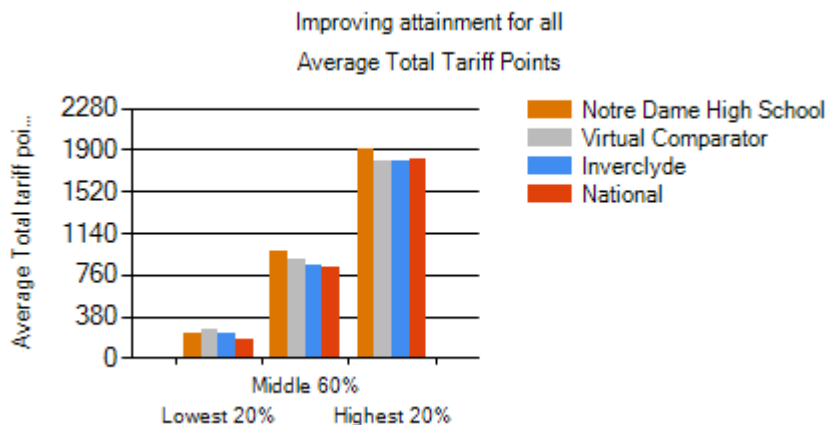
Cohort	Number of Leavers	% from the Most Deprived 30% SIMD	% from the Middle 40% SIMD	% from the Least Deprived 30% SIMD	% of leavers in Inverclyde	% of leavers in Scotland
All leavers	749	50.5%	30.2%	19.4%		
S4 Leavers	41	70.7%	24.4%	4.9%	5.5%	11.1%
S5 Leavers	139	64%	20.9%	15.1%	18.6%	25.2%
S6 Leavers	569	45.7%	32.9%	21.4%	76.0%	63.7%

The attainment of these leavers in literacy and numeracy has shown an increase over the last three years at both National 4 and National 5. (Extract from Inverclyde Education Services S&Q Report)



The chart shown above shows a slight decline in School Leaver Destinations based on pupils at the end of S6 in 2015-16. We intend to use a Survey on Social Media to keep track of pupils who have left School so that we can intervene where required.

#### ATTAINMENT FOR ALL



Although Attainment by highest 20% and middle 60% is in excess of comparator measures, attainment of the lowest 20% falls under the virtual comparator. This is an area for consideration in relation to our Pupil Equity Funding as it would appear that the issue relates to lack of attendance at School by pupils in this grouping.

#### WIDER ACHIEVEMENT

All of our S6 pupils contributed to the local Community by undertaking a Community and Citizenship Placement during their allocated Study Time.

Within the Duke of Edinburgh Programme, 15 pupils participated in the Bronze Award, 15 went for Silver and 10 pupils undertook the Gold Award.



50 pupils were involved in the Mentors in Violence Prevention programme and many of these pupils also fulfilled the role of Buddies to new S1 pupils. Pupils led Assemblies and worked with Year Groups to influence and challenge responses.

Six pupils produced a Presentation on Hate Crime and gained Saltire Awards to recognise their input. They also were commended by the Chief Inspector of Police Scotland.

24 S6 pupils achieved the Caritas Award reflecting work in Parishes and School as Faith Witness, Learning and Reflection. This Programme was set up following Pope Benedict's visit to Scotland in 2010 and the pupils were awarded their Caritas Medals at a Ceremony at Clyde Auditorium.

6 pupils are going on to study Music and the Performing Arts at University or the Royal Conservatoire of Scotland. Many pupils have taken on coaching / support roles within the PE Department and we have also had a number of former pupils return to gain experience so that they can progress into a Teaching career.

## School Improvement

### The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.

Evidence we gather:

- Self-evaluation evidence/ data.
- Feedback from Parent Council Chairs meetings.
- Self-evaluation of HGIOS?4 Quality Indicator 2.3 - Teaching, Learning and Assessment and Quality Indicator 3.2 - Raising Attainment and Achievement.
- Self-evaluation of Developing in Faith: Catholic School Evaluation and Planning.
- School Improvement Plan and Departmental Improvement Plans.

Analysis of SQA results is a major feature of our School Improvement. This is done in August using NDHS Results in conjunction with Analysis Tables provided by the Inverclyde Council from SEEMiS Vision. This data is looked at from both School level and from each individual Department.

Departmental Insight Meetings are held to analyse attainment and to identify possible areas for Improvement. We also look at Tracking Data, estimates and PIPS data.

A Presentation is made by HT to inform Staff, Parents and other stakeholders and this forms the basis for Evaluation by the Corporate Director and Heads of Service.

A Staff CPD session was delivered by one of our Principal Teachers on use of INSIGHT to analyse Data and several Staff attended a Session arranged by Inverclyde Academy delivered by Jill Pringle. We have arranged to have a similar presentation at Notre Dame High School in August.

Within our Cluster meetings, we begin each session with a Challenge Question to evaluate practice across the different sectors.

We also have two self-evaluation visits per year with our Link Quality Improvement Officer as well as a follow up meeting with the Corporate Director and Heads of Service in March.

As well as the above, Schools within Paisley Diocese are set up as partner Schools on INSIGHT and Bishop John Keenan keeps a close eye on attainment within these Schools. A report is prepared for the Scottish Catholic Education Service using Developing in Faith. The Diocesan RE adviser makes Quality assurance visits on an Annual basis.

## The Development of our Curriculum

Evidence we gather:

- Self-evaluation evidence / data
- Self-evaluation of HGIOS?4 Quality Indicator 2.2 - Curriculum and Quality Indicator 3.3 - Creativity and Employability.
- Learning pathways offered to our pupils.
- Evidence of skills for learning, life and work

We are currently in our second year of a six subject curriculum model in S4 leading to five subjects in S5 and four in S6.

In our first year of presentation at National 5 in six subjects it was felt that there had not been the gain that would have been expected in terms of quality of passes given almost 50% increase in teaching time in some subjects. (As an example, no pupil gained straight grade 1s yet this had been achieved when pupils sat 8/9 subjects.)

We have made a number of changes to our curriculum to support attainment by the lowest 20%. Media Studies at National 4 has enabled pupils to access Level 5 Literacy awards. In Mathematics, all National 4 pupils were able to achieve level 5 Numeracy awards. Caritas pupils were able to achieve Level 5 Religious Belief and Values as it provides the individual candidate data required.

12 pupils were able to gain awards through Young Applicants in Schools Scheme which was hugely beneficial for their UCAS applications. Several pupils completed courses using WCS Moodle.





DYW West and the Inverclyde regeneration and employability group work directly with education services to discuss and analyse the data with a view to planning to meet the needs of pupils in their transition.

New vocational learning opportunities have been agreed and delivered including the delivery of Foundation Apprenticeships across S5/S6 cohort.



## Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

- Monitoring of Pupils.
- Levels of attendance and number of exclusions.
- Performance of LAC and ASN pupils.

Inverclyde's Positive Relationship Positive Behaviour (PRPB) policy was re-launched following the planned three year review and is undoubtedly a significant contributory factor in the continuing decline in exclusion rates. National statistics indicate that Inverclyde's exclusion rate is ranked eleventh nationally and is significantly below the national average.

NDHS Session	Days Exclusion
2014-15	71
2015-16	64
2016-17	59 (TBC)

Successful implementation of the MVP programme within educational settings has resulted in 50 S5/S6 mentors being trained in peer mentoring and training.

Mentors in Violence Prevention (MVP) national trainers from Educational Psychology and CLD Youth Work team continue to use their knowledge and experience to support this programme throughout the authority.

Initial evaluations for MVP Programme has indicated a positive shift in attitudes for mentors involved in the programme and we are now starting to see the influence it has on pupils conduct in incidences of conflict at School.

We have also made good use of Personal Learning Pathways to support pupils. Two pupils were able to take on full time places at College but were also able to continue to attend School with one sitting Higher Administration and the other taking on a Coaching role within the PE Department with also Literacy input and Biology to support attainment in his College Course.

Another example of this type of Support is with two boys who took on Horticulture at Parklea and were able to achieve a Saltire award for their work. These two young men also had input from CLD and made great progress over the Year.

Within the Communication and Language Department, pupils worked with Writer Paul Bristow and Artist Mhairi M Robertson to develop and create their own original anime and produced their own book entitled 'DOMATE' based on the Japanese anime which many of the pupils read. This has

harnessed a real appreciation of literacy amongst the pupils who saw this project as a real highlight of the session.



Jamie Douglas and Arran Barr who gained Saltire Awards from Parklea.

Kate Couttie

Head Teacher

Notre Dame High School