

# Education – Improvement Planning Document

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Establishment Name: Notre Dame High School

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Signatures:

Head of Establishment	Mrs K Couttie	Date	June 12 <sup>th</sup> 2017
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Quality Improvement Officer	Mrs L Varrie	Date	June 12 <sup>th</sup> 2017
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# Our Vision, Values and Aims

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## VISION and VALUES

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

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

## AIMS

As a School we aim to:

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

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

In the context of the above, we aim to deliver Excellence and Equity of opportunity for our pupils as required by Scottish Government in the National Improvement Hub.

## 3 Year Overview of Establishment Priorities

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

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

Session 2017-2018

Session 2018-2019

Session 2019-2020

# Overview of rolling three year plan

National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	<ol style="list-style-type: none"> <li>1. Use of tracking/moderation to identify pupils requiring support in Literacy and Numeracy. (PEF Lead Teacher in Lit/Num)</li> <li>2. Implementation of Reading and Maths Recovery Scheme. Include role of Librarian.</li> <li>3. Visible Learning implemented with all Staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor improved progress in Literacy and Numeracy</li> <li>2. Cluster Transition focus on Maths.</li> <li>3. Review of Action Research from Visible Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Track effects of Improved Literacy / Numeracy across all Subjects.</li> <li>2. Cluster Transition focus on Writing.</li> <li>3. Develop capacity for Visible Learning</li> </ol>
Closing the attainment gap between the most and least disadvantaged children	<ol style="list-style-type: none"> <li>1. Develop Home Learning/Study Programme and Homework Club and Nurture role with PEF Target Group – Year 1</li> <li>2. Improve Attendance using new Inverclyde Policy and Local Attendance Council.</li> <li>3. Utilise Higher Order Thinking Skills and improve Wider Achievement</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase Home Learning/Study Programme and Homework Club and Nurture role with PEF Target Group – Year 2</li> <li>2. Target Latecoming to ensure that all pupils have full access to learning and Teaching.</li> <li>3. Analysis of Data from National Assessments to inform pattern of Attainment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Home Learning/Study Programme and Homework Club and Nurture role with PEF Target Group – Year 3 &amp; Review</li> <li>2. Embed Attendance and Latecoming Policy / Improvements.</li> <li>3. Review performance at National 5 based on NA Data.</li> </ol>
Improvement in children and young people's health and wellbeing	<ol style="list-style-type: none"> <li>1. Build on success of RRS / Student Council Participation to wider</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop role of Pupils re Participation, (Ambassadors, MVP, Caritas)</li> </ol>	<ol style="list-style-type: none"> <li>1. Embed participation of pupils in HWB / nurture role.</li> </ol>

	<p>Community- Clyde Conversations, CLD.</p> <p>2. Develop progressive physical fitness programme with focus on lifestyle. Yr 1</p> <p>3. Set up Mental Health Education provision with In-School support availability.</p>	<p>2. Continue progressive physical fitness programme with focus on lifestyle. Yr 2</p> <p>3. Review Mental Health Ed Provision and amend as required.</p>	<p>2. Review progressive physical fitness programme with focus on lifestyle. Yr 3</p> <p>3. Embed Mental Health Ed and incorporate within Depts across School.</p>
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<p>1. Implement use of Employability Skills Matrix</p> <p>2. Develop Careers Mentoring provision.</p> <p>3. Extend Learning Conversations/ SMART targets to include DYW target.</p> <p>(Incl Review of PSE Programme using My World of Work Resources.)</p>	<p>1. Track improvements in Leaver Destinations</p> <p>2. Embed Careers Mentoring programme.</p> <p>3.</p>	

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## Pupil Equity Fund –Session 2017-2018

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### **NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

#### **1. Data and analysis**

In terms of the Attainment Gap, we perform very well with pupils in SIMD 1 and 2 which make up 50.4% of our School population. Analysis of attainment data pertaining to Notre Dame High School for Senior Phase pupils shows that the main area of concern is the lack of attainment by pupils who have fallen out of the system through non-attendance.

A closer look at this has identified that major factors here are Mental health issues such as Depression, Anxiety or who have conditions such as ASD and feel unable to engage with school. As an example of this a pupil in current S5 with an Attendance rate of 18% who had one of highest scores in PIPS data on entry from Primary yet is unlikely to record any achievement this year

In the Pupil Equity Funding target group of S1, 2 and 3, it should be noted that 20% of our pupils in S1 have Free School Meal Entitlement, 24% in S2 and 20% in S3.

Attendance rates within this group are very good but some pupils are missing School frequently, indicating that a similar pattern to current S4/5/6 is likely – this indicates that our main target population should be those pupils who are showing trends of poor attendance at this early stage. 17 pupils across S1, 2 and 3 have an attendance rate of less than 75%. Analysis of this data shows that 60% of this group can be highlighted as a concern in terms of (poor) behaviour or vulnerability and being in the lowest 20% in terms of PIPS scores.

To address the factors which are contributing to our Poverty Related Attainment Gap, the following interventions have been identified.



Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
<p>also across Departments in Notre Dame High School.</p> <p><b>3.Lead Teacher for Numeracy</b></p> <p>70% of pupils in the target group have very low levels of Numeracy. It is hoped that this intervention would address similar concerns detailed for Literacy above.</p> <p><b>4.Lead Teacher for Improvements in Health and Wellbeing</b></p> <p>The aim of this intervention is to make sustainable improvements in terms of pupils' lifestyles that will bring about better outcomes for these pupils. Positivity, resilience and emotional intelligence would be more prevalent than exercise and eating habits (still relevant) and it is hoped that this could be an extension of the highly successful Nurture Teachers in Scottish Attainment Challenge Primary Schools in Inverclyde. <b>(This role could possibly be done by PT Behaviour Support)</b></p>	<p>Comm Sept 2017</p> <p>Comm Sept 2017</p>		<p>Boxall Questionnaire and battery of fitness tests, ( L Tyley /PE Department)</p>
<p><b>5. Lead Teacher in Developing Young Workforce</b></p>			



<b>Project / priority</b> <b>(details of what you are doing and who you are targeting with additional intervention)</b>	<b>Timescale</b>	<b>Details of spend</b>	<b>How will you evidence improvement?</b>
<p>Include overall responsibility for 16+ input which has been very problematic.</p> <p>Oversight of use of My WoW Resources in Subject Depts.</p> <p>Collation of Data re Leaver Destinations and follow-up.</p>	<p>Comm Sept 2017</p>		<p>Monitoring of 16+ Data</p> <p>Focus Group with PSE Staff and DIYW Imp Group</p>

# Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	<b>Other Drivers</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 13 (Freedom of expression): Article 28: (Right to education): <b>Developing in Faith</b> Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

<b>Expected outcomes for learners</b>
<ul style="list-style-type: none"> <li>Improvement in levels of Literacy and Numeracy which contribute to better attainment in all subjects.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1. Use of tracking/moderation to identify pupils requiring support in Literacy and Numeracy.	Calendar of key dates in place August '17	J McDonald & sub-group Year Head / Support for Learning PT	Calendar Group Meeting (5 hrs)
2. Implementation of Reading and Maths Recovery Scheme.	In place by October 2017	Support for Learning Staff Literacy and Numeracy Leads	Visit to partner School re Reading / Maths Recovery (3 hrs)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3. Visible Learning implemented with all Staff	In place by April 2018	All Staff Attainment Challenge Lead	Personal Reading – J Hattie (4hrs) INSET Training – February 2018 (6hrs)

**Evidence of Impact which is measurable or observable.**

- All Staff conversant with Visible Learning and able to implement within own role.

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

<p><b>NIF Driver</b>          Assessment of children's progress          Teacher professionalism          School Improvement</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          2.6 Transitions</p>	<p><b>Other Drivers</b>  <b>HGIOELC?</b>          1.2 Leadership of learning          1.4 Leadership and management of practitioners  <b>RRS</b>          Article 28: (Right to education):          Article 28: (Right to education):  <b>Developing in Faith</b>          Celebrating and worshipping          Honouring Jesus Christ as the Way, the Truth and the Life</p>
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<b>Expected outcomes for learners</b>
<ul style="list-style-type: none"> <li>Improved attainment from PEF target group in literacy, numeracy.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1. Develop Home Learning/Study Programme and Homework Club	In place by August 2017	M McKernan, Literacy and Numeracy Leads, Support for Learning	Show my Homework Package purchased.(2hrs Staff Dev required)
2. Improve Attendance using Inverclyde's new Policy and implement Local Attendance Council	In place by August 2017	Pastoral Care Staff/ SMT	Review and update of procedures for tracking and admin procedures. ( 4 hrs)
3. Utilise Higher Order Thinking Skills and improve Wider Achievement	In place by September 2017	Raising Attainment Improvement Group	All Staff Meeting September (2hrs)

**Evidence of Impact which is measurable or observable.**

- Clear programmes of study in place with provision for remediation and extension.

**Priority 3** Improvement in children and young people's health and wellbeing

<p><b>NIF Driver</b> Assessment of children's progress School leadership Teacher professionalism</p>	<p><b>HGIOS?4</b> 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change 2.4 Personalised support 2.6 Transitions</p>	<p><b>Other Drivers</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 3 (Best interests of the child): Article 28: (Right to education): <b>Developing in Faith</b> Serving the common good Promoting Gospel values</p>
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**Expected outcomes for learners**

- Improved attainment from PEF target group in health and wellbeing.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Build on success of RRS / Student Council Participation to wider Community- Clyde Conversations, CLD.	Calendar of Meetings Events in place by September 2017	Head Boy / Girl, Pupil Council, SMT	Conference September 2017  Literacy and Numeracy
2. Develop progressive physical fitness programme with focus on lifestyle.	Baseline Test end August/ Review May 2018	HWB Lead / PE Staff	Class Resources. Battery of Fitness Tests / Lifestyle questionnaire (8 hrs)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3. Set up Mental Health Education provision with In-School support availability.	In place by August 2017	School Based Counselling Service 'The Spark'  Pastoral Care Staff	Development of Assessment Criteria for Counselling Support ( 4 Hrs)  PSE / RE Resources (6 hrs)

**Evidence of Impact which is measurable or observable.**

- Pupils report greater awareness of Mental Health development and can access support where required.
- Reduced number of pupils on long term absence due to Mental Health concerns.

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> School leadership Parental engagement School Improvement	<b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.4 Personalised support 2.6 Transitions	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education): <b>Developing in Faith</b> Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

<b>Expected outcomes for learners</b>
<ul style="list-style-type: none"> <li>• Improvement in pupils placed in positive destinations and less pupils failing to sustain that destination.</li> <li>•</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1. Implement use of Employability Skills Matrix	Operational in August 2017	Developing Young Workforce Ambassadors S Galloway/ G Lamont	Upgrade of Matrix with R Lamb ( 3 hrs) Staff Development INSET October 2017 (2 Hrs)
2. Develop Careers Mentoring provision.	In place by February 2018	Developing Young Workforce Ambassadors S Galloway/ G Lamont	Developing Young Workforce Imp Group / Staff INSET day Collaboration with Parental Engagement Group

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3. Extend Learning Conversations/ SMART targets to include DYW target.	Literacy and Numeracy	Literacy and Numeracy	Literacy and Numeracy

Evidence of Impact which is measurable or observable.
<ul style="list-style-type: none"> <li>Increased number of pupils with skills and information about their role in future workforce.</li> </ul>

### Education Scotland Advice:

#### Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.



### Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
<b>School Leadership</b>	Quality and impact of leadership at all levels within the school	1.3 Leadership of change  1.2 Leadership of learning	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.  Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
<b>Teacher professionalism</b>	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
<b>Parental Engagement and Partnership working</b>	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning  2.7 Partnerships	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning;  Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
<b>Assessment of children's progress</b>	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning	As above.  Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment;  As above.

### Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

<p><b>School improvement</b></p>	<p>Success in raising attainment and achievement for all children.          Extend to which the school ensures equity for all children.          Overall quality of learning, teaching and assessment.          Overall progress with key priorities at school, local and national level.</p>	<p>2.3 Learning teaching and assessment          3.2 Raising attainment and achievement          1.1 Self-evaluation for self-improvement          2.2 Curriculum          3.3 Increasing creativity and employability          2.4 Personalised support          2.6 Transitions</p>	<p>As above.          Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.          As above.          Minutes of staff discussions on local &amp; national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.          Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.          Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.          Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.</p>
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