



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Rutherglen High School

Standards and Quality Report Session 20/21

Our School

Rutherglen High School is situated in Cathkin, Cambuslang and shares a campus with Cathkin High School and Cathkin Community Nursery. We are a non-denominational school which currently caters for 104 pupils who have a wide range of additional support needs. The staffing compliment is 26.5 teaching staff (Head Teacher, Depute Head Teacher, 3 Principal Teachers and 21.5 teachers) and 27.5 Support Staff Assistants. The school opened in 1999 and was originally located within Rutherglen near to local amenities. In October 2008 the school moved to the shared campus.

All pupils who attend Rutherglen High School have an Additional Support Plan with a small number having a Coordinated Support Plan to assist in the planning to meet the individual needs of pupils and to support them to achieve their potential. Pupils are taught in small class groups (maximum 10) and are supported by staff who have undergone specific training to meet the specific needs of pupils. Excellent links have been established with Cathkin High School and Cathkin Community Nursery. Some pupils (where appropriate) attend classes in Cathkin High School and some pupils from Cathkin High School attend classes in Rutherglen High. This flexibility across the campus has benefited our learners. Excellent links have also been established with Trinity High School to ensure RC entitlement and Caritas Award.

Rutherglen High School follows national guidelines and pupils in S1-S3 experience a broad general curriculum with greater personalisation and choice in the senior phase. In the senior phase there is SQA certification at National 1,2,3,4, Personal Achievement Awards, Personal Development Awards, Duke of Edinburgh Awards (Bronze and Silver) and John Muir Awards. Personalisation and choice at S1-S3 is through IDL projects and Skills for Learning Life and Work. All pupils attend discrete literacy and numeracy classes.

We have active and engaged Parent Council who support the school in many ways including fund raising. We have also developed strong links with Universal Connections, Rotary Clubs, local churches, local businesses, ARCH, REACH, Healthy and Happy, Friends of Fernbrae Meadows, Friends of Holmshill Park, Bike Town and Camglen Radio.

We are part of the Cathkin Learning Community and have developed good links with our associated primary schools to ensure a smooth transition for all pupils.

Our school motto "Respect, Happy, Safe" reflects our status as a Rights Respecting School and is part of curriculum planning, behaviour support and the positive ethos of the school. Pupil voice is promoted through Student Council, House System, Head Boy and Head Girl, Buddying programme, Eco/ Fairtrade Committee and House Captains and Vice Captains. Monthly assemblies recognise pupil achievements both in and out of school. We are an ECO school (since 2006), Fairtrade Active School and are a Scottish School of Cooperation.

To provide an inclusive, safe and nurturing environment which allows our pupils to achieve their full potential and to find their rightful place in their community.

Aims

We aim to:

- Provide a safe and nurturing environment.
- Provide a positive, inclusive and holistic educational experience.

- Encourage pupils to achieve their full potential.

Work in partnership with the wider community to ensure support and access for all pupils.

Key Successes/Challenges and Achievements Session 2021/22

Key Successes / Achievements

- **Setting up a digital platform in a short timeframe that could be accessed and used by staff and pupils to ensure quality of learning and teaching took place during the period of remote learning**
- **Settling in new S1 pupils who had a very limited transition and identifying and planning positive post school destinations for leavers**
- **Senior pupils achieving SQA units and courses at Nat1-Nat 5**
- **Keeping staff and pupils safe in school during pandemic**

Key Challenges

- **Engaging some learners with home learning and delivering home learning for practical classes**
- **Restriction of activities / experiences for pupils (college, residential, educational visits, PE outside, Drama, Music)**
- **Managing staff and pupil health and wellbeing during pandemic**

Remote Learning Jan-March 2021

Google classrooms was set up for remote learning and all staff posted learning activities on a daily basis for their classes. Most pupils were able to engage in google classroom. Chrome books were provided for some pupils. All staff were supported with google classroom by a variety of CLPL activities including sharing of good practice sessions. Parents were supported through remote learning policy and helpline. Levels of pupil engagement were monitored weekly. Pupils were able to access a variety of Google classroom documents, slideshows, videos (both commercial and pre-recorded by staff) and live sessions. Parents were contacted if pupils were not engaging in home learning packs were provided for those pupils. Pupil progress was tracked termly through tracking and monitoring system. Weekly welfare calls were made to parents of vulnerable pupils. Staff and JAT meetings took place through Microsoft teams and pupil review meetings including post school transition meetings took place via google meets.


Some pupils attended school during this period. Challenges included keeping pupils safe, teaching mixed groups with learners accessing different lessons. Opportunities included getting to know pupils in smaller groups and working with different pupils with a greater emphasis on Health and Well-being. Staff reported a greater confidence in using ICT in classroom.

Next steps are to extend the use of google classroom and to make more use of on-line learning in school and for homework. Health and wellbeing of staff and pupils is also a priority.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.

	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> Attachment presentation on August Inservice to all staff Pupil wellbeing Audit collated during 2019 to 20220 session, but not implemented in light of lockdown. The data will be shared with all staff to support pupils returning to school. In order to provide targeted pupil support, the pupil health and well-being audit will be redistributed for pupils to complete during August 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> Outcome of Audit will support the development of an implementation on school wellbeing and the SLC attachment strategy. These guidelines have helped allay some staff concerns about returning to school, and staff feel informed about procedures in place.

<p>Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<ul style="list-style-type: none"> • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be 	<ul style="list-style-type: none"> • Audit school position in terms of returning to school • Staff guidelines for returning to school in June and August issued to all staff • Feedback discussed by the School Recovery Committee on Friday 19th June and feedback from this meeting given to staff • Rutherglen High School has been opened all through lockdown and the management team, teaching and support staff have volunteered to work with small group of pupils in school. Over the course of a fortnight • 92% of staff were in school and this allowed staff to meet with management to share information and provided an opportunity for feedback. • Training on Inservice day in August. • School Physiotherapist will produce videos to support pupil wellbeing including pupil 	<p>Staff have remained informed regarding plans for school recovery, and staff input has been sought and implemented where appropriate.</p>
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	<p>many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.</p>	<p>physio routines and safe systems for supporting pupils.</p> <ul style="list-style-type: none"> • Educational Psychologist has offered remote support. Youth Employability Team have had virtual meetings with PT's regarding supporting pupils post school. Virtual meetings with Social Work to support pupils. • Phone conversations with parents to update about school recovery planning. School website, Twitter and App have been regularly update with key information. • Some staff have requested personalised Risk Assessments from Personnel to reduce anxiety regarding return to the school building. Ongoing regular staff updates and opportunities to meet their management link. 	
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. 	<ul style="list-style-type: none"> • New Recovery Timetable has time inbuilt in period 1 for all pupils to meet with key staff regarding new school routines, sharing feelings and concerns 	<ul style="list-style-type: none"> • Pupil needs will be identified through update pupil health and wellbeing audit, Nurture classes and all staff awareness of the

<p>recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<ul style="list-style-type: none"> • Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing • Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<ul style="list-style-type: none"> • Each class will have a weekly period of Nurture with a trained and experienced teacher in order to promote and support pupil wellbeing. • Pupil Voice will focus on the Recovery Curriculum and their feedback will be a standing item on SMT agendas. • Pupil progress will be monitored through tracking and attendance. 	<p>need to support all pupils' resilience.</p> <ul style="list-style-type: none"> • Management Team and all staff will identify and implement relevant strategies in order to support pupils' mental, emotional, social and physical wellbeing. • The learning needs will be identified by teachers. <p>Individualised, specific target setting in HWB, Literacy and Numeracy will be set by PT and DHT to support pupil learning</p>
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Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021




What did we actually achieve?	How do we know?	What do we need to do next?
<p>Whole School Health & Well-being Attachment Strategy Attachment presentation to all staff by DHT (Inclusion) Cathkin High School. Most staff also attended the two attachment training sessions by Educational Psychological services and completed the associated on-line learning.</p> <p>Pupil Health & Well-Being Pupils completed a Health & Well-being audit in August 2020 and April 2021. Results indicated that pupils were happy to be back in school (increase of 9% from 1st audit) however more than 50% of pupils said that they “sometimes worry about things” (increase of 13% from previous audit). A small number of pupils indicated that they did not have a member of staff they could talk to in school. Health and well-being targets were set for pupils based on the results of the audit. 97% of pupils achieved their long term Health & Well-being target.</p> <p>Staff Health & Well – Being Staff Guidelines with clear mitigations for staff and pupils. Weekly Health and Safety meetings with union representatives (Unison, EIS SSTA). Personalised risk assessments by personnel by some staff. All staff returned to school (with exemption of staff sheilding).</p>	<p>Staff training records Attachment audit</p> <p>Pupil Well-Being Audits – August 2020 and April 2021</p> <p>H&WB target evaluations</p> <p>Staff guidelines June 2020 & August 2021 Minutes of Health & Safety Meetings Staff attendance</p>	<p>Continue to embed attachment strategies</p> <p>Pupil Health & Well-Being Audit August /Sept 2021</p> <p>H & WB targets set with pupils and pastoral care link</p> <p>Targeted support for individual pupils – F.A.I.R., GUAB, Counselling, buddying and check in formal sessions.</p> <p>Review staff guidelines, in line with advice SLC Safe Systems of Work.</p>

<p>Other Agencies</p> <p>Educational Psychology Link Educational Psychologist provided support for pupils throughout the academic session by attending meetings with parents (both in school and on-line), observing pupils in school, consulting with staff and on- line S1 JATs.</p> <p>Physiotherapy Videos developed to support physiotherapy routines in school and at home during lockdown period. Link physiotherapists in school weekly to support pupils. Rebound therapy reintroduced for pupils. Attendance at mulit-agency meetings and reviews</p> <p>School Nursing Service All routine vaccinations administered. CLPL for all staff on allergies, epilepsy and Specialist staff training on Monthly updates on vulnerable pupils.</p> <p>Social Work Regular liaison with social work re vulnerable pupils and accessing hub and attendance at post school transition meetings to ensure support and funding in place for school leavers</p> <p>LDCAMHS Regular liaison with LDCAMHS, classroom observations and attendance at multiagency meetings to meet pupils health and wellbeing needs</p> <p>SDS Attendance at Post school transition meetings and individual pupil interviews with SDS link All leavers have an identified positive post school destination</p>	<p><i>Minutes of meetings</i></p> <p><i>Videos</i> <i>Attendance records</i> <i>Minutes of meetings</i></p> <p><i>CLPL records</i> <i>Monthly reporting</i></p> <p><i>Requests for assistance</i> <i>Minutes of Post School Transition meetings</i></p> <p><i>Minutes of meetings</i></p> <p><i>Minutes of meetings</i> <i>Post School Destinations</i></p>	<p><i>Reintroduce timetabled JAT meetings</i> <i>Review Calendar</i> <i>Review procedures for referral to Educational Psychologist</i></p> <p><i>Reintroduce multiagency meetings</i> <i>Review Calendar</i></p> <p><i>Reintroduce timetabled JAT meetings</i> <i>Review Calendar</i> <i>Timetable for immunisations</i> <i>CLPL for staff training</i></p>
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<p>Parents Weekly welfare phone-calls to parents and ICT support for google classrooms Monthly Parent Council meetings</p> <p>HWB Curriculum Recovery timetable was amended to reflect changes in Scottish Government decisions.</p> <p>As part of the schools recovery plan, nurture was offered to all pupils this year. A period of Nurture was timetabled for each class and gave the pupils the opportunity to discuss issues around restrictions and changes due to COVID-19. Work on google classrooms for nurture and health and wellbeing included healthy and unhealthy choices, exercise, screen time and mental health. Pupils were encouraged to do activities outdoors, distress with mindfulness and be more active. All pupils engaged well and benefited from nurture period</p> <p>Pupil questionnaires were used to measure the impact of the nurture period. Of the pupils asked, 39% attended nurture class (Reach Forward) previously and 61% had not. 97% said they enjoyed the Nurture. 64%, said they enjoyed going for a walk. 42% enjoyed relaxation, 33% exercise and 28% circle time. When asked if there were other activities they would like to do, music, Lego, bikes, football, sensory and craft activities were suggested. 75% said the nurture period had helped them with the changes this year. They were asked if they would like Reach Forward again on their timetable. 53% said yes, 14% said no and 33% said maybe. From this it is clear the pupils have enjoyed Reach Forward, especially the walk and relaxation.</p>	<p>Pastoral Notes Minutes of meetings</p> <p>Recovery timetable Pupil questionnaires Nurture forward plans</p>	<p>Parent Support Group</p> <p>HWB audit – Glasgow Wellbeing Assessment</p> <p>Individualised HWB targets set for all pupils by Pastoral Link (based on audit)</p> <p>HWB Working group</p> <p>Targeted support – Nurture (Reach Forward), FAIR, GUAB, Counselling, Music/ Art therapy</p> <p>Boxall profiles for pupils attending Reach Forward class</p> <p>Leuven scale of engagement</p> <p>Audit of nurture across school using Nurture UK Nurturing Schools programme</p> <p>School to achieve Nurturing Schools status by May 2022</p>
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<p>Pupil Voice</p> <p>Feedback Friday has been running in the school to gauge areas for development and allow all pupils the opportunity to share their opinions and to have a pupil voice.</p> <p>Questions have been asked in areas such as if the pupils were happy in school, if they have friends in school, if they feel safe in school. 98% said they did have friends in school which is really positive. 76% of pupils reported that they were happy in school, 92% reported that they felt safe in school.</p> <p>Since returning in April, pupils were asked questions around their mental health such as their feelings and if they were able to make healthy choices in school. Pupils were given 12 emotions to choose from. 60% said they were happy and 18% excited. The majority focussed on positive emotions. Negative emotions scored 5% or less. 5% of pupils said they were angry, annoyed or worried. Work is being carried out in the school to offer targeted support in nurture and resilience.</p> <p>91% said they could make healthy choices and identified PE, home economics and break as the main areas where they could make healthy choices. Working groups such as the eco committee and health and wellbeing can possibly highlight links in the future.</p> <p>Pupils were asked if feedback Friday is good and if it helps to convey their feelings, likes, dislikes, thoughts or other areas. 64% said yes, 14% said no and 22% said they were unsure. Feelings and likes were the highest reasons for feedback Friday being good. It is encouraging the majority see value in it, however there is work to be done to highlight the importance of the opportunity for pupil voice.</p> <p>When staff were asked people thought it was a useful exercise to engage with pupils. Boardmaker was highlighted as a good way to continue to communicate the questions to the pupils for consistency throughout the school. With pupils with more complex needs it was suggested that staff observations were used alongside the pupils' views so that their perception and the reality matched accurately.</p>	<p>Feedback Friday data</p>	<p>Further develop Pupil Voice</p> <p>Review leadership roles for pupils</p>
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 <h2 style="margin: 0;">Improvement Priority 2 - Planning for Equity</h2>			<p>How will we know we've been successful?</p>
<p>Quality Indicator</p>	<p>Recovery Priority</p>	<p>Key Recovery Tasks (School specific)</p>	<p>Desired Outcomes and Impact</p>
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>

<ul style="list-style-type: none"> • Overall quality of learners' achievements • Equity for all learners 			
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn't exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p>	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> • The Recovery Curriculum will offer opportunities for staff and pupils to reconnect through extended registration and weekly Nurture classes, PT support for identified year groups. • Strategies will also be discussed at SMT meetings and will be a standing item on agendas. • Key staff will identify engagement levels on Google classrooms through marking and assessing online/jotter work. Feedback will be shared to support pupils' learning progress. • Staff will identify the learning needs of pupils and will plan relevant interventions accordingly. • Pupils' progress will be monitored closely and discussed at weekly management meetings. • Ongoing discussion with all staff to support ongoing online learning. 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • The needs of pupils will be identified through key staff staff, Nurture teacher and all staff awareness. • PTs and DHT will contact parents/carers to discuss progress and share concerns

	<ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school's new "gap" position. This will enable identification of groups/learners/stages requiring targeted additional support. 		
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<ul style="list-style-type: none"> • Led by PT and DHT (Inclusion) strategies will be implemented to support identified pupils' learning needs. Solutions will be considered taking into account information from SLC HWB • Management Team will meet weekly to discuss pupil progress and attainment and update all staff. • Individualised targets in HWB, Literacy and Numeracy will be set to support pupils learning. 	<ul style="list-style-type: none"> • Staff training needs will be supported by SMT and all staff. • All staff will work together to determine the most effective way to address the gap. • Termly/regular reviews of strategies in place will ensure positive outcomes for these learners.
<p>Theme: Tracking and monitoring impact of equity approaches.</p>	<p>Schools need to:</p>	<ul style="list-style-type: none"> • All staff will monitor pupils' wellbeing and feedback to relevant PT/DHT pastoral support link. 	<ul style="list-style-type: none"> • Key staff will identify pupil needs.

<p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<ul style="list-style-type: none"> • Achievable targets will be set for learners through discussion with staff regarding their wellbeing, attendance, attainment and home learning. <p>Termly review of strategies implemented.</p>	<ul style="list-style-type: none"> • Key staff will implement strategies to support these needs. • Termly review of effectiveness of strategies. • Alternative strategies will be implemented.
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. 	<ul style="list-style-type: none"> • Position paper will be completed <p>PTs and HSL will gather information from their most vulnerable families about the supports required for pupils to access and engage in the blended learning curriculum</p>	<p>PT will identify and distribute appropriate resources to allow pupils to access and engage in the blended learning curriculum.</p>

	<ul style="list-style-type: none"> Consider what changes will need to be made to the school calendar in light of changes to family income. 		
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<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h2 style="margin: 0;">Improvement Priority 2 - Equity</h2> <h3 style="margin: 0;">Progress Report June 2021</h3> </div>  </div>		
What did we actually achieve?	How do we know?	What do we need to do next?
<p>Re-identifying the poverty related gap</p> <p>Learners' wellbeing Pupils completed a Health & Well-being audit in August 2020 and April 2021. Results indicated that pupils were happy to be back in school (increase of 9% from 1st audit) however more than 50% of pupils said that they “sometimes worry about things” (increase of 13% from previous audit). A small number of pupils indicated that they did not have a member of staff they could talk to in school. Health and well-being targets were set for pupils based on the results of the audit. % of pupils achieved their long term Health & Well-being target.</p>	<p>HWB audit</p>	<p>HWB <i>HWB audit – Glasgow Wellbeing Assessment</i></p> <p><i>Individualised HWB targets set for all pupils by Pastoral Link (based on audit)</i></p> <p><i>HWB Working group</i></p> <p><i>Targeted support – Nurture (Reach Forward), FAIR,</i></p>

<p>Attainment Pupil progress was tracked and monitored on a termly basis. Targets were set in literacy and numeracy. Most pupils partially achieved their targets in numeracy and numeracy. Pupils not achieving their targets were shielding and did not engage in google classroom. Most pupils in senior phase achieved at least one unit in numeracy / Maths at Nat 1, 2,3 or 4. Most pupils in senior phase achieved at least one unit in literacy / English at Nat 1, 2, 3 or 4.</p> <p>Engagement and Participation Staff completed a weekly google classroom engagement spreadsheet. Acting depute Head monitored the weekly levels of engagement across all subjects. Pastoral Care link contacted parents of those not engaging on google classroom on a weekly basis to determine the barriers to learning. Packs of work were created and delivered to parents, Acting DHT identified trends within certain subjects areas and levels of engagement within subject areas. These varied from week to week. Week 1, there was a 27% level of engagement in Maths compared with 44% in week 12. In English, there was 30% level of engagement in week 1 compared with 48% engagement in week 12. Pupils also did not strictly follow timetable and completed either their preferred subjects. Parents also reported that google classroom work was not always completed on the days set due to their work commitments.</p> <p>Closing the Poverty Gap Literacy Literacy committee developed a Literacy Intervention framework with a clear aim to develop reading across the school. A Literacy Target bank was developed and Literacy resources were identified. An Assessment strategy was agreed. Targets are based on SWRT and YARC test results. Four staff were trained in Fresh Start. Numeracy Limited progress in numeracy due to numeracy coordinator relocating Meeting with PT Maths (Cathkin High) highlighted useful resources and the need for further CLPL for Maths department.</p> <p>Cost of the School Day Cost of the School Day policy developed and is in the consultation phase.</p>	<p>Literacy, numeracy and HWB targets</p> <p>SQA RESULTS</p> <p>Tracking and monitoring data</p> <p>Google classroom engagement data</p> <p>Minutes of literacy committee Literacy Intervention framework Literacy target bank</p> <p>CoSD Policy Records of HSL door stop visits</p>	<p>GUAB, Counselling, Music/ Art therapy</p> <p>Boxall profiles for pupils attending Reach Forward class</p> <p>Leuven scale of engagement</p> <p>Audit of nurture across school using Nurture UK Nurturing Schools programme</p> <p>School to achieve Nurturing Schools status by May 2023</p> <p>Literacy CLPL (Inset 2) – Fresh Start & Reciprocal reading for literacy teachers</p> <p>Pupils assessed using SWRT and YARC.</p> <p>Targets set and monitored termly by English teacher from literacy target bank</p> <p>Standardised structure for literacy period.</p> <p>1-1 support in literacy for individual pupils</p>
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<p>Vulnerable pupils were identified and welfare calls were made on a weekly basis. Chromebooks were provided to 10 families who met criteria. Additional families were able to borrow chromebooks from the school during the second period of lockdown. Stationary supplies were made available in school foyer or delivered to parents where appropriate. Home School link worker (HSL) made door stop visits to all new S1 pupils and delivered welcome packs to pupils. Home School link delivered food parcels (supplied by Happy n Healthy) on 2 occasions to 8 families in the Camglen area. Attendance under 80% was monitored on a monthly basis by HSL and door step visits / phone calls were made to support individual pupils back into school. Most pupils (98%) have returned to school. HSL has continued to provide support for families by telephone, this has included providing advice on Housing, Benefits, Tax Credits, I.L.F., Guardianship and Family Fund. HSL has also sign posted parents to other agencies including ARCH, REACH and Sense and has provided practical support through delivering AAC packs to parents.</p>	<p>Attendance</p>	<p>Numeracy <i>Identify numeracy coordinator</i> <i>Establish numeracy committee</i> <i>CLPL – Catch up Numeracy, Number talks, numicon</i> <i>Develop numeracy intervention framework</i> <i>Numeracy target bank</i> <i>Structured numeracy period</i></p> <p><i>Parent workshops in numeracy and literacy</i></p> <p>CoSD <i>Home School Link</i> <i>Improved rates of attendance</i> <i>Parent Support Group re-established</i></p>
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?



Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p>Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>
<p>Theme: Learning In School</p> <p>Rationale:</p>	<p>Schools need to:</p>	<p>Key Recovery Tasks (school specific)</p>	<p>Desired Outcomes and Impact</p>

<p><i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.” The Recovery Curriculum, Think Piece</i></p>	<ul style="list-style-type: none"> • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronaviruses-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) 	<ul style="list-style-type: none"> • Phase 1 of the Recovery Curriculum will have 50% of learners in 50% of the time which supports social distancing. • Pupils will work in a base class all day in groups of 4 with a teacher and support staff to minimise pupil movement throughout the school. • Pupils will have supervised intervals and lunch breaks outside or in allocated classes if inclement weather. • Teacher can meet and observe social distancing measures for subject meetings and moderation. • Pupil engagement will be a standing item on SMT agendas. • Staff training will include SLC Attachment on August Inset • Subjects will determine their blended learning curriculum ensuring that home learning activities are accessible to all learners. • Regular feedback from parents and pupils will 	<ul style="list-style-type: none"> • Pupils will return to school where staff have maximised access to teaching in the school environment. • Pupil engagement and progress will be monitored on a regular basis and supports will be implemented to support learning in a blended context. <p>Regular feedback from pupils and parents will inform improvements to the blended learning curriculum.</p>
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<p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather</p>	<ul style="list-style-type: none"> • Review your school's learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. 	<p>assess the effectiveness of the blended learning curriculum and will inform any improvements.</p>	
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<p>views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> • Consider how to take account of parental views and pupil voice when developing the learning in your school. 		
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. 	<ul style="list-style-type: none"> • Subject teachers will identify the activities and resources needed for home learning in their subjects. • At the moment there are no shielding teachers • Evaluation for staff, parents and pupils on Google classrooms to inform improvements • Invite staff suggestions for CLPL. 	<ul style="list-style-type: none"> • Pupils will have the required resources and support to engage in effective home learning. • Staff training will be a priority to support home learning. • Pupils will receive effective and regular feedback from their teachers to support their learning.

<p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<ul style="list-style-type: none"> • Communicate with parents and carers • Pupil voice, Nurture lessons for each class, PT support will help gather pupil opinions on home learning 	<ul style="list-style-type: none"> • Teachers will make improvements for their learners as required.
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 <h2 style="margin: 0;">Improvement Priority 3 - Continuity of Learning</h2> <h3 style="margin: 0;">Progress Report June 2021</h3> 		
What did we actually achieve?	How do we know?	What do we need to do next?
<p>Learning in School All pupils returned in August to full-time learning in school. Timetables had to adapted to reflect the change from blended learning to full-time. As part of the mitigations, pupils were taught in base classes and teachers travelled to classes with the exception of specialist subjects. Intervals and lunchtimes were staggered for Senior Phase and BGE pupils. Pupils did not access Cathkin High School for lunch and lunches were served to pupils in their base classes. There was no inclusion across the campus. Restrictions in curriculum provided included PE lessons outside, restricted activities in Drama and Music, no school link college placements, no educational visits and no residential visits.</p>	<p>Tracking and Monitoring data</p> <p>Pupil / Staff timetables</p> <p>Guidance for staff (August 2020)</p> <p>Remote learning policy for staff and pupils</p> <p>CLPL training records</p> <p>Pastoral notes</p>	<p>Continue to use google classroom in school for homework and when staff are not in school</p> <p>Extend use of google questionnaires for staff, pupils and parents</p>

<p>Strict health and safety guidelines were adhered to which resulted in a very small number of pupils testing positive for Covid-19 and a small number of staff having to self-isolate as a result. Pupils continued to follow BGE and Senior Phase. Pastoral support, interventions (FAIR, GUAB), 1-1 support,nurture period, catch up periods and bespoke timetables benefited pupils during the recovery period. Pupil progress was tracked and monitored termly.</p> <p>Learning at Home A remote learning policy was developed for staff and parents. Google classroom was the chosen platform and google classrooms were set up for all pupils in all subjects. Support staff were allocated to year groups. All pupils were given passwords for Education City. Chrome books were issued to some pupils. CLPL took place on a weekly basis for teaching staff and support staff with drop in / sharing good practice sessions also available. Staff were also able to access CLPL by Cathkin High. Staff were kept informed of resources available from SLC and West of Scotland. Some staff completed google educator course Support for parents on google classroom was provided via telephone / email. Engagement in Home Learning was monitored daily. Most pupils engaged in on-line learning to some degree. 36% took part in weekly pastoral virtual chats. School chaplaincy team participated in virtual Easter Service and assemblies. Teaching staff completed a google classroom engagement spreadsheet on a weekly basis. Home learning packs were provided for pupils who did not engage in google classroom. Most pupils reported that they found it easy to access google classroom and had regular contact with their teachers. Most pupils agreed that learning on line work was challenging and would like to continue to use google classroom when they returned to school Key worker and vulnerable pupils attended school during the period of lockdown. 11% of pupils attended school in January. This rose to 31% by end of lockdown (not including pupils who were attending on a phased return). 21% pupils were identified as vulnerable and received weekly welfare calls from pastoral care link. Monthly meetings with school nursing team re LAAC and vulnerable pupils. Weekly calls to QLO re vulnerable pupils and updates spreadsheet sent to SMPS re pupils attending school.</p>	<p>Google classroom weekly engagement data</p> <p>Google classroom daily data</p> <p>Spreadsheet of pupils attending school during lockdown</p> <p>Staff rota data</p> <p>S1-S3 Pupil questionnaires</p> <p>Senior phase questionnaires</p> <p>Staff evaluation of challenges, successes and attainment for session 2020/21</p>	<p>Continue to embed google classroom and ICT into all areas of the curriculum.</p> <p>Explore Digital Technology Award criteria</p>
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All staff attended school on a rotational basis and the leadership team attended daily.