

Rutherglen High School

Partnership Strategy



It takes a village to raise a child
– African proverb

Rutherglen High School works closely with a number of outside organisations, agencies, bodies and individuals. These third parties are able to provide services, learning experiences, help, advice and resources that the school would not normally be able to provide.

The rationale behind working with third parties is to enhance the curriculum offered to our students and to offer them the best possible educational, social and welfare outcomes that we are able to. Our aim is that all of our pupils become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The relationships between the school and these partner agencies are governed by the objective of providing the best possible educational outcomes for students. This is achieved by a policy of clear communication, robust self-evaluation and a student-centred approach by all parties.



Statutory Bodies, Support Organisations and Welfare Agencies

The school works closely with many bodies that can provide help, assistance, support, advice and resources for our students and their families. This ranges from direct governmental bodies such as Social Work and Health to voluntary bodies and charities that provide support and advice.

Again, the over-arching ethos is of provision of the best, most appropriate resources and services to the students of the school and their families.

The school will:

Ensure that; when appropriate; written permission is sought from parents or guardians before any student's personal information is shared

Accurately record and disseminate any important or concerning information regarding any student to the appropriate agencies

Act proactively to supply students and their families with information or to put them in contact with agencies that may be able to assist them with advice, support or resources.

Meet regularly with the appropriate agencies in order to discuss and determine which students may be in need of additional support. Thereafter do what is required to facilitate the provision of these resources.

Encourage and support students and their parents or carers who wish to arrange any work experience out-with the school's database of known providers.

Support Bodies will:

Liaise effectively with the school to require and provide all information necessary for the provision of effective services to students and their families.

Attend meetings and share information regarding services and resources. Report and disseminate appropriate information.

Provide, where possible all necessary and suitable services within the body's remit.

Where necessary, outside agencies will participate in the school's self-evaluation programme and provide feedback for ongoing review of the school's curriculum and care provision.

Work Placement Providers

Work experience placements are an important part of the senior phase curriculum for our students. A carefully planned and facilitated placement will afford a student a valuable insight into the post-school world and allow them to explore potential future careers and interests.

In working with the school, the work placement provider will:

Show that they are able to provide a meaningful and appropriate working experience.

Be in possession of the obligatory safeguards, certification and; if required; training.

Liaise with the school regarding any problems that they may have with students and their placement.

Provide meaningful and robust evaluation and feedback on any student placement that they have provided.

The school will:

Maintain a database of work experience providers who have shown that they are willing and able to offer suitable placements to students.

Ensure that any potential placement provider is a suitable agency for providing safe, meaningful and appropriate work placement experiences and that all statutory certification is in place.

Arrange for potential work experience participants to be properly briefed and prepared prior to the commencement of their placement. When necessary and circumstances allow, the school will arrange for a preliminary visit in order that the candidate is familiarised with the place of work and their placement supervisor. The school will also ensure that the students' parents or caregivers are adequately informed as to the nature, location and duration of any work placement.

Arrange for the candidate to attend at the place of work or ensure that they are able to attend.

Make sure that the candidate completes a suitable record of activities and their responsibilities whilst on placement. This can form the basis of feedback which can be shared with the placement provider in order to review and improve future placements.



Colleges and other Tertiary Education Providers

Institutions of further education provide an invaluable part of the school's senior phase programme. They are able to offer courses in many skills and subjects that are unavailable within the school setting. They also give students an idea of their options for when they have finished with school and are considering a long term career. Colleges are able to teach in a manner that encourages more agency, self-reliance and self-confidence in the students; linking as they do the worlds of school and the post-school world.

In their partnership with the school, colleges and other further education institutes will:

Strive to provide a range of well-designed, appropriate and challenging courses that are, when possible, certified by appropriate bodies.

Liaise with the school to allocate these courses at appropriate levels and subject matters to the correct groups of students.

Ensure that students are appropriately supported and have access to suitable study materials and media.

Work with the students and the school to elicit feedback that can be used to improve current courses and to design future ones.

Feed back to the school regarding the progress; academic or otherwise; of the school's students.

The school will:

Liaise with colleges to ensure that students are enrolled in appropriately challenging courses.

Ensure that students are appropriately supported. Support required in classes is at the discretion and professional judgement of individual lecturers and teachers. School staff are responsible for supervision; at an appropriate level; of students during informal time between classes and when commuting to and from college.

Communicate to the college regarding pre-existing conditions, health or other appropriate information that may affect any students while they are at college.

Ensure or arrange for students to be transported to and from college. They will, when possible inform the college of any upcoming pre-planned absences.

Work with students and their parents or care givers to review the students' experience at college and report back to both the school and college regarding these experiences with a view to refining current courses and designing new ones.



Those medalling
kids from left to right
Michael Harrison,
Eliandor Connor, Lewis
Nally, Lewis Campbell
and Hayden Lindsay

Parents and Care Givers

Parents, carers and families exert the most important influence on students' attitudes, behaviour and achievement. Effective parental involvement will support learning within the school. Parents and care-givers cooperation is vital in order to ensure that the school is able to provide the best of care and education to the students. The school values the contributions of these people and will strive to preserve the excellent working relationships that have been forged between the school and students' families over the years.

In their relationship with parents, the school will:

- Ensure that parents and care-givers are kept informed as to how their child is progressing at school. This encompasses academic progress, social and emotional health and any other issues that may arise which will be of interest to parents and care-givers.
- Ensure that parents and care-givers are aware of their child's timetable and any extra-curricular activities that may require changes to this routine.
- Communicate information by any appropriate means. This may encompass phone and online communication, letters and face-to-face meetings – both formal and informal. Parents and care-givers will be invited in good time by letter to formal meetings such as review meetings and regular parents' evenings. When appropriate, the school will use home-school diaries to update parents regarding their child's day at school and any issues arising.
- Operate an open door policy that encourages parents and care-givers to meet, when practical with representatives of the school in order to discuss issues affecting their child.
- Encourage the participation of parents and care-givers in their children's education. Parents and care-givers should be consulted and encouraged to contribute to target setting. Their views should be sought in assessing the attainment of targets and their feedback included in the school's self-assessment programme.
- Encourage parents and care-givers to actively contribute to the life and curriculum of the school by assisting with both curricular and extra-curricular activities. Parents and care-givers with appropriate skills and talents should be made use of in expanding the range of activities and learning experiences that can be offered within the school.



Parents and care-givers will:

Ensure that the school is kept informed as to any relevant information regarding their child. This includes contact and emergency contact details, medical conditions, precautions and procedures.

Do their best to inform the school at the earliest opportunity if their child is expected to be absent from school.

Ensure that, wherever possible, their child is appropriately prepared for coming to school. This includes wearing appropriate clothing for the weather, extra clothing required for physical education or appropriate footwear for outdoor education.

Ensure that their child is aware of and complies with any school policies regarding behaviour, conduct and dress

Complete and return any communication required in order to maximise their child's participation in any appropriate curricular activity. This includes giving of written permission wherever appropriate for the sharing of their child's personal information

Participate as much as is practical in any formal meetings such as reviews and parents' evenings. These meetings are an invaluable source of feedback from parents and care-givers as much as for informing parents and care-givers as to the academic progress of their children.

Participate in the setting of targets for their children. These can be discussed formally or at informal meetings arranged on an ad-hoc basis.

Where appropriate offer to share skills, talents or knowledge with the school in order to expand the range of activities and experiences that can be offered in the school's formal and informal curriculum.



Other Schools

Rutherglen High has strong links with many other educational establishments –Primary and Secondary. Primary schools students are allocated places at Rutherglen High and work closely with us to share information and to ensure that the students are provided with an appropriate transition between schools. We work closely with Cathkin High School in order to provide appropriate resources and curricula for the students of both schools.

In our relationship with primary schools, we will:

Make contact with schools as early as practical in order to start the transition process.

Share information regarding the school, facilities, timetables and available resources.

Arrange for transition visits as appropriate to the student and their carers.

Ensure that students have the opportunities to meet with and socialise in formal, classroom settings and in informal situations with their new classmates and with existing Rutherglen High students.

Ensure that the sending primary schools are kept up to date with the progress of transitions.

Attend, when possible any end of primary review meetings.

Primary schools will:

Ensure that Rutherglen High is provided with all appropriate information regarding the student and their circumstances.

Help, when possible, in preparing the students for their transition to High School.

Ensure, when necessary, that appropriate staff accompany their students on transition visits.

Extend invitations to end of primary reviews.

In our relationship with Cathkin High School we will:

Arrange for Rutherglen High students to attend some of their classes in the Learning Support Base or in the mainstream classes. At times, students from Cathkin High may need to attend classes in Rutherglen High where the curriculum is more appropriate to their needs.

In the relationship between Rutherglen High and Cathkin High, both schools will:

Proactively seek out opportunities to place students in classes in the neighbouring school that are more appropriate to the individual students' needs.

Ensure that we share appropriate information regarding these students; their abilities, needs and aptitudes.

Support students in order to ensure that they are able to fully participate in these classes.

Use para-curricular activities as an opportunity to jointly organise intra-campus events and projects.

Other Outside Agencies

There are a range of other organisations who will, at times visit the school or undertake work with or within the school. These organisations include but are not limited to charities, theatre groups, other local authority bodies and independent providers of services. Their input is at times essential but is always beneficial to the curricular or non-curricular aspects of the school.

In our relationships with these organisations, the school will:

Ensure that the safety and welfare of students is the first priority. To this end, we will ensure that these organisations have the appropriate safeguards in place to ensure the safety of students and staff.

Make sure that any services provided are of a high standard and are a benefit to the students – be this from a health, social or academic view.

Provide constructive evaluation and feedback of activities when requested in order to improve on the services offered.

The agencies will:

Work with the school to ensure the safety and welfare of students. They will provide appropriate documentation if required.

Ensure that their services are of the highest practical standard and appropriate to the focus students within the school.

Act on any constructive feedback in order that they can improve their service.

