



Standards and Quality Report 2022-23



Rutherglen High School

[National Improvement Framework Priorities & Drivers](#)
[HGIOS? 4 Quality Indicators](#)
[South Lanarkshire Council Education Resources Plan](#)

Vision and Values

Respect – Healthy – Safe

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

Our values are:

- mutual respect and understanding
- kindness and trust
- empathy and tolerance
- inclusion and cooperation
- encouragement, support and valuing everyone

Context of the 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 114 pupils who have a wide range of additional support needs.

All pupils who attend Rutherglen High School have an Additional Support Plan with a small number having a Coordinated Support Plan. 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.

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 and Duke of Edinburgh Awards (Bronze and Silver). Most 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 are part of the Cathkin Learning Community and have developed strong 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, School Captains, Buddying programme, Eco/Fairtrade Committee, House Captains and Vice Captains and Prefects. Monthly assemblies recognise pupil achievements both in and out of school. We have been an ECO school since 2006

Message from the Head Teacher

2022/2023 has been an amazing year. With Covid restrictions lifted we were able to plan collegiately and move forward together as a school. Our young people have enjoyed returning to college, completing work placements and taking part in both educational and residential visits. It was fabulous to invite parents / carers back into the school for a range of formal and informal events. All our partner agencies have continued to support us to ensure the needs of our young people are met.

Some highlights this year have been:

- Our partnership with Glasgow the Caring City (GtCC) has given our young people the opportunity to learn transferable bespoke skills. This culminated in a celebration day which was attended by parents, school staff and business partners.
- Most staff have undertaken CLPL in Experiential Play, Sensory Profiling, Emotionworks and Boxall Profiling which has been effective in supporting the diverse needs of our young people
- Parent Support Group meetings were well received, with external agencies providing relevant support and information
- Home School Link worker has continued to provide an excellent support to parents and young people with a strong focus of improving pupil attendance.
- 25% of young people attended Music Therapy which led to increased engagement and improved wellbeing.
- Media Marketing Promoter has begun data capture of good practice for raising the profile of the school and have a clear marketing plan for reaching a balanced audience.
- Winning the Secondary School of the Year Disability Sport Award 2022
- Two young people achieved their Caritas Award and four young people achieved their Bronze Duke of Edinburgh Award
- Our Landmar Queen and Lady in Waiting promoted inclusion in our local community by delivering her proclamation using a range of Augmentative and Alternative Communication.

We are now firmly on our transformational journey to improve the lives of all young people and to ensure positive outcomes.

School Improvement Plan Priorities 2022-23

Strategic 1

- Improve links with parents to improve continuity of learning at home
- Remove all barriers to communication and to provide a safe and accessible learning environment.

Strategic 2

- Robust tracking in BGE and Senior Phase
- Close attainment gap in literacy and numeracy
- Improve attendance of all pupils and to close the gap between equity group and non-equity group.

Strategic 3

- All senior pupils will have a positive post school destination with options for bespoke skills development, work placements and leavers destinations

School Improvement Plan Priorities 2023-24

Strategic Priority 1

- Improve links with parents to improve continuity of learning at home
- Remove barriers to communication and provide a safe and accessible learning environment consistently across home and school

Strategic Priority 2

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

Strategic Priority 3

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

Appendix 1 – Table for Strategic Priority

Strategic Priority 1 – Year 1: <i>To improve links with parents to improve continuity of learning at home To remove all barriers to communication and to provide a safe and accessible learning environment consistently across home and school life</i>		
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Parent/carer involvement and engagement School leadership	<u>SLC Priority (select from drop down menus)</u> <u>Raise standards in literacy and numeracy and close the poverty related attainment gap</u>	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.4 Personalised support 3.3 Increasing creativity and employability
<p><u>Standards & Quality statement – 2022/23</u></p> <p>Progress and Impact Connections with parents / carers have strengthened due to further reduction of restrictions. Most parent and guardians have attended a variety of school events including: parents evenings; parental workshops; curriculum sessions; Glasgow the Caring City celebration events; young people’s annual reviews; literacy and numeracy event; café; summer BBQ; celebration events and end of year achievement awards ceremony. Parents / carers have been central to planning for pro-active strategies and promoting positive behaviour and understanding distressed behaviour with a robust pupil profile that has now been created for almost all young people from identified P7 through identified transitions to S6 transition transitions..</p> <p>Context description Rutherglen High School is an Additional Support Needs (ASN) provision for secondary children and young people. We use our Pupil Equity Fund to finance a dedicated home school link with the direct responsibility of liaising with parents / carers, children, and young people to encourage almost all young people to attend school. Restrictions from Covid have meant that building relations with families has been an important part of our school recovery plan. Some young people have struggled to make the transition back to school after spending prolonged periods isolated at home. Re-establishing and building connections with families and the wider world has been key to supporting all young people to enable them to have their right to reach their full potential.</p> <p>What difference did we see? What did we achieve? How do we know this to be the case? Celebrating success (all from learner perspective)? Most of parents / carers engaging with reviews, support groups and whole school events. Young people have benefited from a better understanding and shared vision of their needs in respect of promoting positive behaviour and understanding distressed behaviour. Many work experiences have been re-established and new avenues explored to enable many young people to have opportunity to reach their potential. We established a charitable trust named POYPIN (Positive Outcomes for Young People with Individual Needs) that has enabled young people to access funds for more bespoke opportunities. One new established business and academic partner Glasgow the Caring City has indicated initial data of phenomenal results toward positive destinations.</p>		

Strategic Priority 2 – Year 1: Closing the attainment gap between the most and least disadvantaged children and young people

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Teacher and practitioner professionalism Assessment of children's progress</p>	<p><u>SLC Priority (select from drop down menus)</u> <u>Ensure inclusion and equality are at the heart of what we do</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
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Standards & Quality statement – 2022/23

Progress and Impact
Our focus for this academic session, has been the upskilling of teaching staff in monitoring and assessing children and young people through use of the robust assessment tool Bsquared. All teaching staff use this to track and monitor student progress. Some teaching staff have shown an eagerness to further extend assessment with the use of Evisense, consequently this has been piloted; with great success; in two classes. We have focussed on adapting our school to pro-actively prepare for the change required, in both structure and pedagogy, to enable us to plan, support and engage all children and young people. Our creative use of space has enabled us to provide spaces for pro-active regulation strategies which support sustained time in class setting. Augmented and Alternative Communication (AAC) has been a central focus in preparation for change. This is something we have been developing with our business and academic partners, to help prepare them for implementing a diverse and inclusive business model that supports all young people to become active members of their communities.

At the start of the 2021-22 session the Literacy Committee started the implementation phase of the RHS Literacy Intervention Framework. During Session 2022-23 the implementation phase has been continued. Learners were assessed and the results used to split learners into groups that targeted either a phonics-based intervention or a reading comprehension-based intervention. The RHS Literacy Intervention Framework utilises the Literacy Period to further reinforce phonological awareness skills using Fresh Start speed sound cards and green blending cards. Learners who are assessed as being secure with phonological awareness are placed in a reciprocal reading group to focus on the key skills necessary to improve reading comprehension and further develop reading fluency. Staff were given lesson plans to follow with suggested wider literacy activities for staff to use to develop enjoyment of literacy activities and to further reinforce literacy skills with learners. Staff were given training on the use of the resources and a suggested lesson plan at the start of the school year to structure the literacy period. Findings from the literacy focus group were that: All learners mention learning about phonics sounds. Reciprocal reading learners also mentioned learning coming from what is being read in stories; learners enjoy a mixture of listening to stories, games; including online games, watching films about books and being with other learners from other year groups; learners expressed their need for quizzes and games at all levels, whilst set one learners also mentioned a wish for more songs.

At the start of the 2021-22 session the Numeracy Committee started the implementation phase of the RHS Numeracy Intervention Framework. This has continued during the 2022-2023. Learners were assessed and the results used to place learners in level appropriate intervention groups. Each week all pupils attended one period of Numeracy.

Pupils were tested at the beginning and end of the session for numeracy comprehension. Classes were allocated, according to these assessed levels.

Most teaching staff have the responsibility to deliver a Numeracy period, following a lesson plan devised by the Numeracy Co-ordinator.

During sessions 2021 /22 and 2022/23 parent workshops were delivered to demonstrate the types of Numeracy resources used during this period and to explain the lesson plans. An interactive numeracy display board has been created in the Street to show the learning for the term and differentiated numeracy challenges for pupils and staff to complete in their own time.

Numeracy lessons consist of number sense activities and each term a different focus on LifeSkills maths; maths, measure, time, money, STEM, all following curriculum guidelines.

Findings from the numeracy focus group were that: Pupils enjoyed a play-based approach and hands on activities during numeracy period. They enjoyed starting the lesson with number sense games and then structured activities for the LifeSkill focus. Pupils and staff really enjoyed learning outdoors during term four. Pupils who were at first apprehensive about being outdoors soon came to look forward to it. Most pupils were relaxed and engaged. Staff were positive about the variety of resources available for the Numeracy period, and for the support offered by the Numeracy Co-ordinator and the Maths Department. 100% of parents gave very positive feedback; evident from parent workshop evaluations; commenting on the variety and suitability of Numeracy resources.

Context

Our service provision for supporting children and young people with sensory processing disorders in addition to severe and complex needs, is changing rapidly.

We have pro-actively prepared for this with our use of space, support, pedagogy, and assessment. Our three-year projection plan prioritises divergent planning for bespoke opportunities for teaching and learning, engagement, motivation and lifelong skills for work. At the heart of our plan is our Developing Young Workforce Diversity & Inclusion Business and Academic Partnerships business model – reaching out to the community to support them in preparing for change with inclusion being central to business development.

What difference did we see? What did we achieve? How do we know this to be the case? Celebrating success (all from learner perspectives)?

There has been an increase in staff commitment to CLPL as we look to evolve in our professional practice in supporting young people with diverse needs.

Strategic Priority 3 – Year 1: Improvement in skills and sustained, positive school-leaver destinations for all young people

<p><u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Curriculum and assessment School leadership</p>	<p><u>SLC Priority (select from drop down menus)</u> <u>Support children and young people to develop their skills for learning, life and work</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.6 Transitions 3.3 Increasing creativity and employability</p>
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Standards & Quality statement – 2022/23

Progress and Impact

In 2023 we committed high investment in Continuing Professional Learning Pathways for almost all staff in respect of sensory profiling, emotionworks, experiential play and Augmentative and Alternative Communication (AAC). We also invested a significant level of our pupil equity fund in expanding our multi-sensory resources to support our highly individualised curriculum for children and young people with sensory processing difficulties. We have re-established our connections and built new business and academic partnerships to enable pathways to open up for young people who are at risk of non-positive destinations. We established many links but found challenges with resourcing accessibility, in terms of transport and staffing. Pathways for more traditional forms of work experience placements include Agape, Cathkin Community Nursery and the David Livingston Centre. More bespoke experiences include work in partnerships attending community activities with the Scottish Fire Brigade and South Lanarkshire Countryside Rangers. Further to this we established a connection with Glasgow the Caring City (GtCC) funded through our charitable trust (POYPIN), with a vision of bringing business and academic partnerships together in one location for developing bespoke skills in a familiar setting. A further aim was to offer young people opportunities to enhance skills that would enable them to make informed choice for further education or work placements. Initial results show considerable positive pathways for sustainable employment and access to more skill specific courses.

Context description

Rutherglen High School is currently on a journey from being a moderate learning difficulty additional support needs secondary provision to a service provision for supporting children and young people with additional support needs, sensory processing disorders and a higher prevalence of those with severe and complex needs. We have responded pro-actively to planning for this change and have enabled almost all children and young people to engage in learning opportunities, despite significant need for CPLP for almost all staff. With this change, we are being divergent in planning for future opportunities to ensure we are getting it right for every child.

What difference did we see? What did we achieve? How do we know this to be the case? Celebrating success (all from learner perspective)?

Data from the initial baseline of post school destinations has shown positive destinations to be significantly lower than anticipated. Taking restrictions on access, COVID and closures to public services into account, it would naturally have a negative impact on positive destinations. We currently have 2 dedicated Developing Young Workforce principal teachers who have looked at creative ways to re-connect with the community and build opportunities for our young people to have sustainable positive destinations. Taking the above context into account, this will need to be significantly further adapted to ensure almost all young people have positive sustainable destinations.