Standards and Quality Report 2018-2019

School Name: Rutherglen High

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 106 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 and 4 , Personal Achievement Awards, Personal Development Awards, Duke of Edinburgh Awards (Bronze and Silver), ASDAN Awards (Bronze and Silver) Caritas Award, Youth Achievement Award, Community Achievement Award 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 Blairbeth Park, 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, Fairtrade Committee, Buddying programme, Rights Respecting Schools Committee, Eco/ Fairtrade Committee and House Captains and Vice

Captains. Monthly assemblies recognise pupil achievements both in and out of school. We have had ECO school status since 2006, Fairtrade status and are a Scottish School of Cooperation.

The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.

South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:
- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.

Assessment of children's progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session, 2016/17 all schools in Scotland will

be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

Assessment of children's progress throughout the Senior Phase (S4-S6) including success of securing Positive Destinations beyond school

The senior phase, which takes place from S4 to S6 in schools and includes ages 16 to 18 out of school, is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance.

The senior phase enables young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering etc.). This stage supports young people in moving on to their post-school destination– whether that is college, university, training or employment.

Teachers will assess senior phase courses and units at **National 1 (SCQF level 1)** to **National 4 (SCQF level 4)**. SQA will verify the assessments to make sure they meet national standards. Courses at **National 5 (SCQF level 5), Higher (SCQF level 6)** and **Advanced Higher (SCQF level 7)** levels will still include work that is assessed by teachers and lecturers, but learners will also have to pass a Course assessment for these qualifications – usually a question paper and/or coursework that will be marked by the Scottish Qualifications Authority (SQA).

What follows is our school's data showing levels of achievement within both the broad general education (using teacher judgement information) and senior phase (using results of National Qualifications).

Page Break

Review of SIP progress session ___2018 / 2019__

Priority 1: Improve self evaluation and leadership at all levels

National Improvement Framework Key Priorities	National Improvement Framework Key Drivers
• Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people.	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information

HGIOS 4 QI: 1.1 Self-evaluation for Self improvement
          1.3 Leadership of change

Progress
- CAT and Inset programme linked to HGIOS 4 and school priorities
- Teaching staff are familiar with HGIOS 4 and challenge questions have been used as part of self evaluation process
- Quality Assurance and Self Evaluation Calendar
- Staff, pupils, parents and stakeholders have been part of self-evaluation process
- Most staff have a clear understanding of self-evaluation for school improvement
- Vision, values and aims of school has been revisited

Impact

- Most staff have a clear understanding of self- evaluation for school improvement
- Most staff have contributed to the SIP and have been involved in identifying priorities
- All staff are aware of school priorities 2019/20120
- All teaching staff have used HGIOS4 to evaluate the school progress
- Support staff are aware of HGOIS4
- School Improvement Planning has been more rigorous with clear timescales and responsibilities
- All staff, parents. Pupils and stakeholders have had the opportunity to contribute to the school's Vision, Values and Aims

Next Steps:
- School improvement cycle presentation to staff, parents and pupils
- Self-evaluation questionnaire to parents and stakeholders (termly)
- "Having your say" termly reviews
- Survey all staff for areas of strength / leadership skills
- To further provide opportunities for staff to lead professional learning
- Review of pupil voice including the role of student council and pupil leadership roles
- HGIOURS questions – pupil led (weekly)
- Vision, values and aims is reflected in school practice
- Scoping paper prepared and shared with staff and stakeholders

Priority 2: Improvement in Attainment, particularly in literacy and numeracy

National Improvement Framework Key Priorities	**National Improvement Framework Key Drivers**
- Improvement in attainment, particularly in literacy and numeracy; - Closing the attainment gap between the most and least disadvantaged children; - Improvement in children and young people's health and wellbeing; and - Improvement in employability skills and sustained positive school leaver destinations for all young people.	- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School improvement - Performance information

HGIOS 4 QI: 3.2 Raising attainment and achievement

2.3 Learning, Teaching and Assessment

Progress

- Literacy and numeracy coordinators appointed and working groups established
- Most pupils attended discrete literacy and numeracy period
- Literacy coordinator attended Fresh Start training
- Fresh Start literacy programme piloted from January 2019 – June 2019
- Targeted 1-1 support in literacy
- Numeracy coordinator attended Maths Recovery and Numeracy Catch Up training
- Literacy and numeracy resources purchased
- Pupil and staff evaluations very positive for both literacy and numeracy periods.
- Most pupils were tested using Basic Numeracy Skills assessment in October 2018 and retested in May 2019
- Parent evaluations from workshops in literacy and numeracy very positive
- Numeracy rationale and numeracy placemat developed
- Targeted Maths intervention for targeted pupils
- Tracking system developed for BGE
- Literacy and numeracy initiative piloted for supported class at Equine farm for assisted learners
- Draft policy developed for Learning and teaching and "What makes a good lesson" displayed in all classrooms

Impact

- 85% pupils (S1-S3) achieved whole school literacy targets
- 72% pupils achieved their whole school targets in numeracy (S1-S3)
- 60% of pupils achieved early or better in Reading, 56% achieved early or better in writing and 60% achieved early or better in listening and talking
- 64% of pupils achieved early or better in BGE.
- Targeted group attended daily Fresh Start programme. Pupils were assessed in January 2019 and reassessed in June 2019. Word recognition skills increased on average by 36 and average reading age increased by 2 years 4 months.
- On average the average numeracy score for S1-S6 increased by 10 months.
- A numeracy rationale has encouraged a consistency of approach in teaching numeracy.
- Numeracy levels for targeted pupils increased on average by 1 year and 5 months
- Tracking system identified progress pupils were making and showed progress within a level
- 80% of teachers indicated that the new tracking system was effective for monitoring progress within BGE
- Pupil's weekly log tracked progress within early level for literacy, numeracy and health and wellbeing
- Equine centre improved health and wellbeing of pupils by reducing anxiety which had a positive impact on behavior and engagement
- More consistency in learning and teaching and use if AIFL and this has been evident in classroom visits

Next Steps

- S1-S6 whole school literacy and numeracy targets
- Tracking and monitoring of literacy and numeracy within BGE and Senior phase with interventions

- To purchase a variety of texts / apps appropriate to age and ability (literacy and numeracy periods)
- Fresh Start literacy intervention to continue with selected pupils to raise attainment in reading and writing
- To purchase Rapid Readers (Fresh Start) programme
- To engage pupils with live theatre performance
- To promote reading through visiting author visit and attending Edinburgh Book festival (S4)
- To continue to participate in Young Writer's workshops
- To continue to participate in World Book Day
- To register all pupils with local library and to incorporate library visits as part of English curriculum
- To continue Reading Club
- To introduce mobile library at lunch time
- To continue Parent Workshops (6 sessions)
- To develop the role of parent helpers in the English and Maths departments
- To develop Literacy rationale and placemat developed for staff to ensure consistency
- Pilot of Maths recovery and Numeracy catch up
- More targeted work (in numeracy period) on fractions, time and money

SOUTH LANARKSHIRE COUNCIL

Priority 2: Health and Well Being

National Improvement Framework Key Priorities	National Improvement Framework Key Drivers
- Improvement in attainment, particularly in literacy and numeracy; - Closing the attainment gap between the most and least disadvantaged children; - Improvement in children and young people's health and wellbeing; and - Improvement in employability skills and sustained positive school leaver destinations for all young people.	- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School improvement - Performance information

HGIOS 4 QI: 3.1 Ensuring well-being, equality and inclusion

Progress
- S1-S3 whole school Health & Well- being targets introduced
- Reach Forward (RF) project with universal connections (UC) was increased from 6 weeks to 12 weeks
  5 pupils took part in this project. Pupils were assessed using the Basic Numeracy Skills assessment and York Assessment of Reading and Comprehension (YARC). Pupils also had the opportunity to complete Community Achievement Award (SCQF level 4) in partnership with Glasgow Kelvin college and Youth Achievement Award – Bronze level
- Health initiative introduced for S1 & S2 pupils based on "Daily Mile" Initiative. PE staff assessed and monitored pupils as part of this initiative

Impact

- 87% of S1-S3 pupils achieved their whole school Health and Wellbeing target
- 80% of pupils completed the RF @ UC project. The average increase in Basic Numeracy was 10 months. The YARC assessment results showed that accuracy had increased by an average of 1 year and comprehension had increased by an average of 1 year and 9 months. The reading rates showed an average decrease of 5 months however this was due to one pupil not performing as well in the retest.100% of pupils who completed the programme achieved the Community Achievement Award and Youth Achievement Award.
  Pupil questionnaires showed an increase on how pupils felt about themselves, their enjoyment of school and the importance of education. The pupils also enjoyed the social aspect of the course.
- 81% of pupils scored higher in the fitness retesting. 84% of pupils surveyed enjoyed the Daily Mile initiative. 94% of pupils surveyed felt that they were now fitter. 73% of pupils surveyed indicated that their classwork has improved and 63% of pupils surveyed felt less stressed when they returned to class

Next Steps

- S1-S6 whole school Health and Wellbeing targets
- Further extend RF initiative with UC
- Audit of pupil wellbeing
- H&WB indicators embedded in planning
- All stakeholders have a clear understanding of "Making Rights Real" and the new school charter
- Pupil friendly Antibullying policy developed in conjunction with Treat Me Well (including poverty related issues)
- School policy to be developed on Cost of the School Day
- School policy to be developed for families with more than one child at the scho

Priority 4 Parental Engagement

National Improvement Framework Key Priorities	**National Improvement Framework Key Drivers**
• Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people.	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information

HGIOS 4 QI: 2.7 Partnerships

Progress
- Home School Link worker appointed (HSL) – 0.6 FTE
- HSL offered support and advice with attendance, transitions, support at meetings, benefits, AAC and issues relating to health
- HSL visited 88 % new S1 parents prior to school starting in August 2018 and met outstanding new parents as part of transition programme
- HSL member of JAT
- Parent support group established and have met on 5 occasions between January 2019 and June 2019. Information was provided on ARCH, REACH, Money Matters, Self-directed support, Internet Safety, Guardianship, ILF and Sense Scotland

Impact

- Improved engagement with families
- HSL has provided support and advice re EMA, Clothing Grant, Benefits, attendance
- Improved engagement with new parents – 89 % attended S1 Parent Coffee Morning in August 2018
- HSL visited 66% parents of pupils in SIMD 1 -3. 23% of visits were related to attendance, 46% supporting families and 31% pupil health.
- 6% of parens attended the Parent Support Group
- Parent evaluations of the support group were very positive

Next Steps:
- To develop parental partnership policy
- Monthly Parent Support Group meetings
- Targeted support for vulnerable and disengaged pupils and families
- To further develop Parent Support Group

1.1 Closing the Gap 2015 - 2018

SLC Closing the Gap Over Time: S3 Numeracy

SLC Closing the Gap Over Time: S3 Listening and Talking

SLC Closing the Gap Over Time: S3 Writing
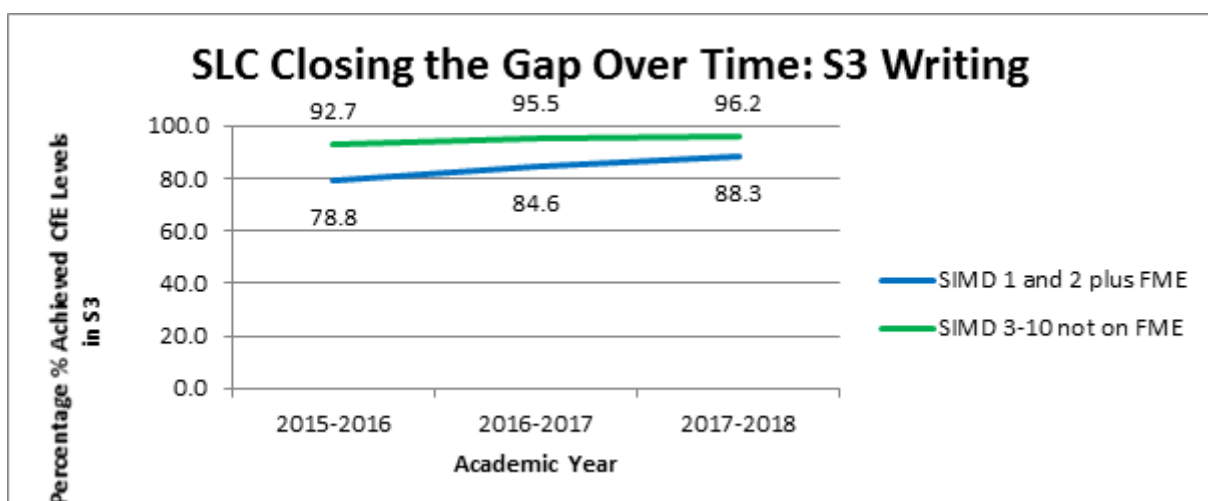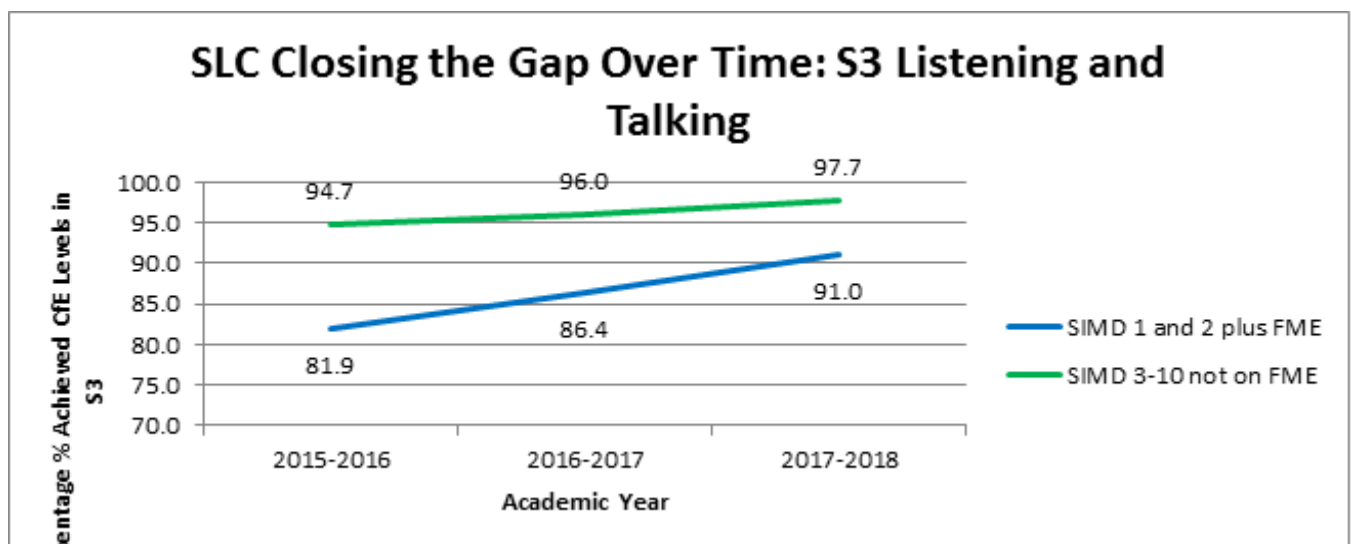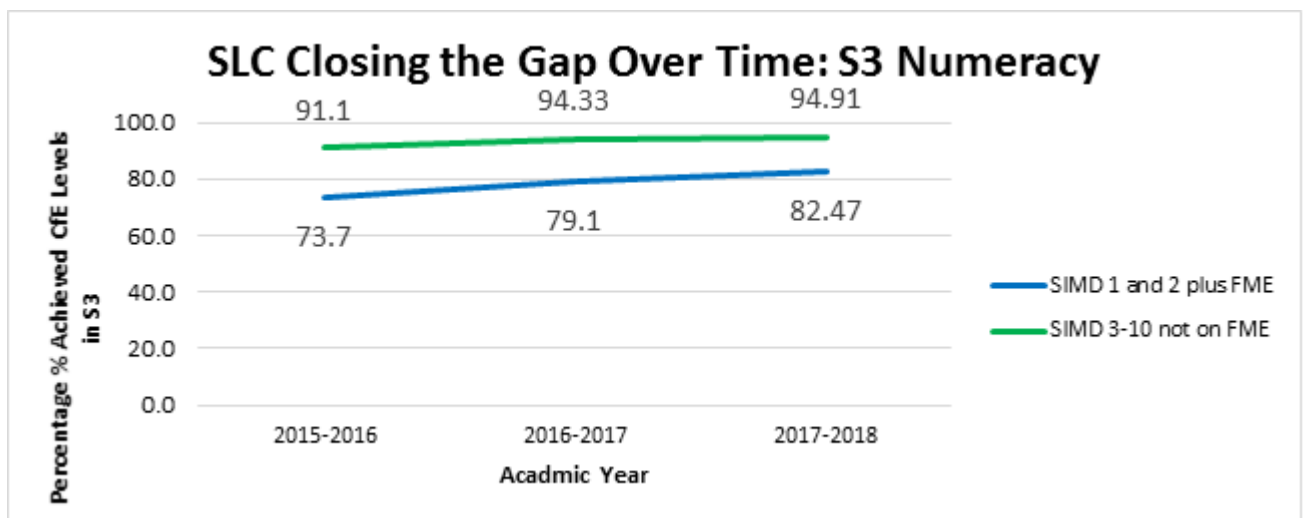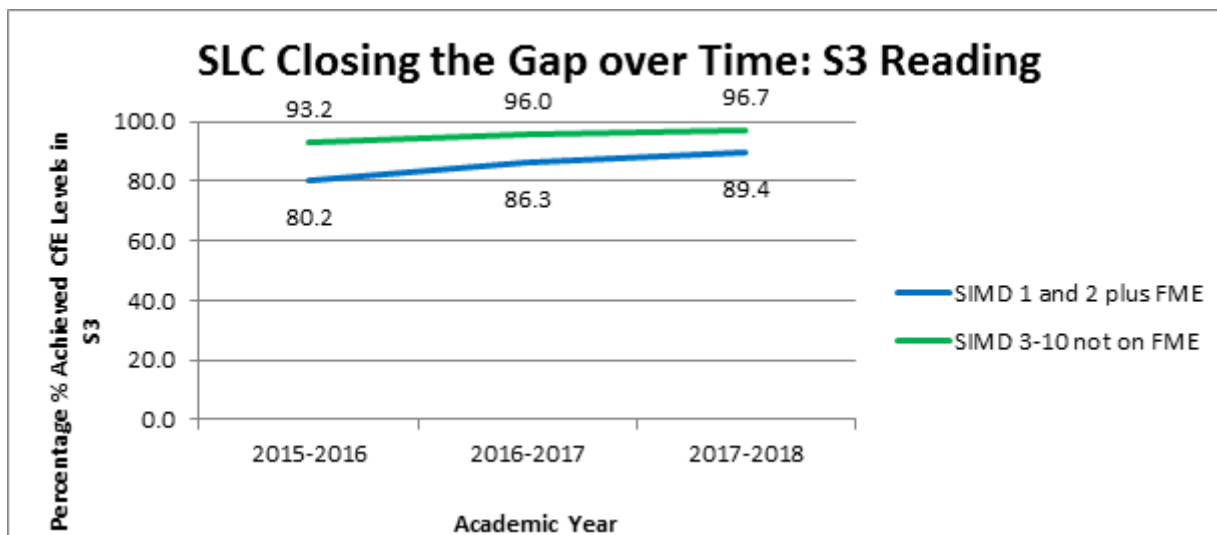
1.1.2a National Improvement Framework Data 2017/2018

Rutherglen	Reading			Writing			Listening & Talking		
	Achieved Early	Achieved First	Achieved Second	Achieved Early	Achieved First	Achieved Second	Achieved Early	Achieved First	Achieved Second
S1-S3 SIMD 1-3	78%	36%	40%	44%	70%	40%	67%	50%	25%
S1-S3 non SIMD 1-3	22%	64%	60%	56%	30%	60%	33%	50%	75%
Gap	56%	28%	20%	12%	40%	20%	34%	0%	25%

Rutherglen	Numeracy		
	Achieved Early	Achieved First	Achieved Second
S1-S3 SIMD 1-3	54%	50%	0%

13

S1-S3 non SIMD 1-3	46%	50%	0%
Gap	16%	0%	0%

2017/2018 Data

% of pupils achieving Early or Better level in Rutherglen High School

	Reading	Writing	Listening and Talking	Numeracy
SIMD 1-3	36%	32%	36%	34%
Non -SIMD	36%	32%	32%	32%
Gap	0%	0%	8%	2%

1.1.2b National Improvement Framework Data 2018/2019

	Reading			Writing			Listening & Talking		
Rutherglen	**Achieved Early**	**Achieved First**	**Achieved Second**	**Achieved Early**	**Achieved First**	**Achieved Second**	**Achieved Early**	**Achieved First**	**Achieved Second**
S1-S3 SIMD 1-3	54%	40%	0%	41%	44%	0%	54%	44%	0%
S1-S3 non SIMD 1-3	46%	60%	100%	59%	56%	100%	46%	56%	100%
Gap	12%	20%	100%	18%	12%	100%	8%	12%	100%

	Numeracy		
Rutherglen	**Achieved Early**	**Achieved First**	**Achieved Second**

S1-S3 SIMD 1-3	44%	25%	50%
S1-S3 non SIMD 1-3	56%	75%	50%
Gap	<mark style="background-color:red">12%</mark>	<mark style="background-color:red">50%</mark>	<mark style="background-color:yellow">0%</mark>

2018/2019 Data

% of pupils achieving Early or Better level in Rutherglen High School

	Reading	Writing	Listening and Talking	Numeracy
SIMD 1-3	27%	23%	27%	27%
Non -SIMD	33%	33%	33%	38%
Gap	<mark style="background-color:red">6%</mark>	<mark style="background-color:red">10%</mark>	<mark style="background-color:red">6%</mark>	<mark style="background-color:red">11%</mark>

Literacy

Pupils in SIMD 1-3 performed better than non-SIMD pupils at Early Level in all three areas however at First Level non-SIMD pupils out performed SIMD 1-3. The number of pupils achieving Second Level was very small. 75% of pupils in SIMD 1-3 achieved their whole school literacy targets. For pupils in the Fresh Start programme word recognition levels rose by an average of 32 for SIMD 1-2 pupils and the reading age increased by 3 years.

Targeted interventions and target setting will continue to be used to reduce the gap for pupils in SIMD 1-3.

Numeracy

The gap at Early Level in numeracy is 12% however this increases to 50% at First Level. The number of pupils achieving Second Level is very small. 65% of SIMD 1-3 pupils achieved their whole school targets in numeracy. Basis Numeracy levels for SIMD 1-3 pupils increased by 4 months compared with 2 months for non SIMD pupils

Targeted interventions and target setting will continue to be used to reduce the gap for pupils in SIMD 1-3

1.2.1 Attainment in SQA Units and Courses 2017 / 2018

Summary of Attainment

SQA Courses

Level	No of Subjects	No of Pupils
Nat 2	4	20
Nat 3	2	14
Nat 4	1	1

SQA Units

Level	No of Subjects	No of Passes
Nat 1	1	2
Nat 2	9	211
Nat 3	8	86
Nat 4	3	9
Nat 5	1	1

1.2.2 Attainment in SQA Units and Courses 2017 / 2018

SQA Courses

Level	No of Subjects	No of Pupils
Nat 2	2	6
Nat 3	3	14

SQA Units

Level	No of Subjects	No of Passes
Nat 1	7	17
Nat 2	11	105
Nat 3	9	153
Nat 4	5	48

2017/2018 Rutherglen	Literacy			Numeracy		
	One unit or more at National 2	One unit or more at National 3	One unit or more at National 4	One unit or more at National 2	One unit or more at National 3	One unit or more at National 4
S4-S6 SIMD 1-3	54%	73%	66%	46%	68%	43%
S4-S6 non SIMD 1-3	46%	27%	34%	54%	32%	57%
Gap	+8%	+46%	32%	8%	36%	14%

1.2.3 Attainment in SQA Units and Courses 2018 / 2019

SQA Courses

Level	No of Subjects	No of Pupils
Nat 2	3	21
Nat 3	3	13
Nat 4	1	3

Level	No of Subjects	No of Pupils
Nat 1	9	98
Nat 2	10	104
Nat 3	9	123
Nat 4	3	21
Nat 5	1	1

Rutherglen	Literacy			Numeracy		
	One unit or more at National 2	One unit or more at National 3	One unit or more at National 4	One unit or more at National 2	One unit or more at National 3	One unit or more at National 4
S4-S6 SIMD 1-3	50%	43%	0%	47%	70%	33%
S4-S6 non SIMD 1-3	50%	53%	0%	53%	30%	66%
Gap	0%	10%	0%	14%	40%	33%

Performance at SQA for pupils in SIMD 1-3 is good and SIMD pupils are outperforming non SIMD pupils at National 3 in Numeracy. Pupils completing units at National 4 is low in all sectors and is a reflection of the changing population in the school. The number of young pupils being presented at National 1 has increased as a result of this. Targeted interventions and target setting will be used to reduce the gap for SIMD 1-3 pupils

1.3 Wider Achievement

2016 / 2017

Award	No of Pupils
John Muir Discovery Award	7
Caritas Award	6
Duke of Edinburgh Award	5

Bronze Level	
Duke of Edinburgh Silver Level	5

2017/2018

Award	No of Pupils
John Muir Discovery Award	14
Duke of Edinburgh Award Bronze Level	2

2018 / 2019

Award	No of Pupils
John Muir Discovery Award	7
Caritas Award	4
Duke of Edinburgh Award Bronze Level	4
Youth Achievement Award	4
Community Achievement Award	4

The range of wider achievement awards has increased from 2016/17 to present. Pupils will have the opportunity to complete all of these awards in 2019 / 2020. It is planned that the Youth Achievement Award will be part of the Reach Forward curriculum.

1.4 Positive Leaver Destinations

Year	% S6 Positive Leaver Destinations
2016	100%
2017	100%
2018	100%
2019	100%

Through Work It Out programme and college programme in Senior phase, all pupils moved into a positive post school destination. The majority of pupils gained places in further education at colleges they attended during the senior phase as part of the school link programme. A small number were referred to ASPIRE and Community Resource Team is supporting young people on part-time placements

1.5 College Placements

2015 / 2016

Year Group	No of Pupils
S4	10
S5	7
S6	10

2016 / 2017

Year Group	No of Pupils
S4	6
S5	11
S6	7

2017/ 2018

Year Group	No of Pupils
S4	9
S5	10
S6	10

2018/ 2019

Year Group	No of Pupils
S5	19
S6	16

1.6 Fresh Start Data 2018/2019

Rutherglen	% of Pupils	Word Recognition Average		Reading Age Average	
		Jan 2019	June 2019	Jan 2019	June 2019
Decile 1	57%	6	49	5 yr 2 m	6 yr 8m
Decile 2	14%	0	20	Non Reader	5yr 3m
Decile 3					
Decile 4					
Decile 5					
Decile 6					
Decile 7	14%	6	31	5yr 5 m	6yr 2m
Decile 8					
Decile 9	14%	0	18	Non Reader	5yr 6m
Decile 10					

1.7 Target Setting in Deciles (S1-S3)

Rutherglen	% of Pupils	% Achieving Targets in Literacy	% Achieving Targets in Numeracy	% Achieving Targets in Health & Well Being
Decile 1	21%	70%	70%	90%
Decile 2	15%	71%	43%	71%
Decile 3	13%	83%	83%	83%
Decile 4	8%	100%	75%	75%
Decile 5	6%	100%	66%	100%
Decile 6	2%	100%	100%	100%
Decile 7	13%	100%	83%	100%
Decile 8	13%	83%	83%	67%
Decile 9	8%	75%	75%	100%
Decile 10	0%	N/A	N/A	N/A
Average achieving target		87%	75%	76%

1.8 SIMD Data 2018/2019
1.8.1   Current cohort percentage S1-S6

	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	Number in Cohort
Rutherglen	18 %	19%	10%	10%	5%	2%	11%	14%	8%	2%	96

1.8.2   Current S1-S6 cohort percentage by year group

Rutherglen	S1	S2	S3	S4	S5	S6
% SIMD DECILE 1-3	40%	46%	47%	50%	42%	71%
% SIMD above Decile 1-3	60%	54%	53%	50%	58%	29%

1.9.1 Percentage of lowest – below 85% - attendance in SIMD Deciles and reasons for absence 2018/19

Rutherglen	% of lowest attending (under 85%)	Reason - Health	Reason - Other
Decile 1	25%	Health - 3	Poor Attender - 1
Decile 2	31%	Health - 3	Poor Attender - 2
Decile 3	12%	Health - 1	Poor Attender - 1
Decile 4	6%	Health - 1	
Decile 5	0%		
Decile 6	6%	Health - 1	
Decile 7	6%		Poor Attender - 1
Decile 8	6%		Poor Attender - 1
Decile 9	6%	Health - 1	
Decile 10	0%		

1.9.2 Percentage of Support from Home School Link worker in SIMD Deciles 18/19

Rutherglen	% HSL Support	Reason - Attendance	Reason - Other
Decile 1	22%	1%	Family Support – 10%
Decile 2	16%	4%	Family Support – 12%
Decile 3	28%	8%	Family Support – 16% Health – 9%
Decile 4	22%		Transition – 22%
Decile 5	0%		
Decile 6	0%		
Decile 7	1%		Family Support – 1%
Decile 8	9%		Family Support – 9%
Decile 9	2%		Family Support – 2%
Decile 10	0%		

Absence rates (less than 85%) for SIMD 1-3 pupils is 69% compared to 31% for non-SIMD pupils. 44% of SIMD 1-3 pupils have health / medical conditions and the remaining 25% (4 pupils) are poor attenders. These pupils have been supported by the Home School Link worker and through nurture initiatives. These interventions will continue next session

1.10 Nurture

1.10.1 Reach Forward (Nurture Group) in SIMD Deciles

Rutherglen	2015/2016	2016/2017	2018/2019
Decile 1	36%	34%	29%
Decile 2	36%	24%	20%
Decile 3	3.5%	14%	12%
Decile 4	3.5%	3.5%	4%
Decile 5	10.5%	10.5%	4%
Decile 6	0%	0%	4%
Decile 7	10.5%	10.5%	16%
Decile 8	0%	0%	8%
Decile 9	0%	3.5%	0%
Decile 10	0%	0%	0%

1.10.2 Give Us A Break Participants in SIMD Deciles

Rutherglen	2016/2017	2017/2018	2018/2019
Decile 1	38%	25%	25%
Decile 2	38%	0%	50%
Decile 3	0%	0%	0%
Decile 4	0%	25%	0%
Decile 5	8%	0%	0%
Decile 6	0%	25%	0%
Decile 7	8%	25%	0%
Decile 8	0%	0%	0%
Decile 9	8%	0%	0%

Decile 10	**0%**	**0%**	**0%**

1.10.3 FAIR Participants in SIMD Deciles

Rutherglen	2016/2017	2017/2018	2018/2019
Decile 1	**34%**	**40%**	**40%**
Decile 2	**24%**	**0%**	**0%**
Decile 3	**14%**	**20%**	**20%**
Decile 4	**3.5%**	**0%**	**0%**
Decile 5	**10.5%**	**0%**	**0%**
Decile 6	**0%**	**20%**	**20%**
Decile 7	**10.5%**	**20%**	**20%**
Decile 8	**0%**	**0%**	**0%**
Decile 9	**3.5%**	**0%**	**0%**
Decile 10	**0%**	**0%**	**0%**

The majority of pupils participating in nurture initiatives are in SIMD 1-3. This includes Reach Forwards, GUAB and FAIR. More staff are to be trained in FAIR in 2019/2020

1.11 Reach Forward @ UC Participants in Deciles

Rutherglen	% Participants	Basic NumeracyTest		YARC Assessment						Community Achievement Award Level 4	Youth AchievementAward Bronze Level
		Before	After	Before			After				
				A	RR	C	A	RR	C		
Decile 1	**25%**	6 y 10 m	8 7 m	5y 9 m		5y7m	5y 7m		5y 7m	Achieved	Achieved
Decile 2	**25%**	5 y 1 m	6 y 6 m	12y 5 m	11 y 11m	9 y 1m	Above 16y	9y 2m	14y 4m	Achieved	Achieved
Decile 3	**0%**										
Decile 4	**25%**	9 y 5 m	9 y 5 m	9y 2m	11y 1m	2y	10y	11y	12y	Achieved	Achieved

							5 m	11m	4m	5 m		
Decile 5	**0%**											
Decile 6	**0%**											
Decile 7	**0%**											
Decile 8	**0%**											
Decile 9	**25%**	10 y 11m	11 y 9m	10y 4m	10y 2m	11y 6m	9y 7m	11y 4m	10y 2m	Achieved	Achieved	
Decile 10	**0%**											

80% pupils completed the programme. The average increase in Basic Numeracy was 10 months. The YARC assessment results showed that accuracy had increased by an average of 1 year and comprehension had increased by an average of 1 year and 9 months. The reading rates showed an average decrease of 5 months however this was due to one pupil not performing as well in the retest.100% of pupils who completed the programme achieved the Community Achievement Award and Youth Achievement Award.Pupil questionnaires showed an increase on how pupils felt about themselves, their enjoyment of school and the importance of education. The pupils also enjoyed the social aspect of the course.

Staff training in Basic Numeracy Skills Assessment,YARC and Nurutreuk.

1.12 Residential Participants in Deciles

Rutherglen	2017/2018	2018/2019
Decile 1	**50%**	**25%**
Decile 2	**12%**	**18%**
Decile 3	**0%**	**15%**
Decile 4	**12%**	**4%**
Decile 5	**0%**	**9%**
Decile 6	**0%**	**4%**
Decile 7	**25%**	**13%**
Decile 8	**0%**	**2%**
Decile 9	**0%**	**4%**
Decile 10	**0%**	**2%**

The residential programme was expanded in 2018/2019 and included residential visits to Arran Outdoor Centre (as part of nurture programme), Inverclyde School of Sport (PE Initiative), Duke of Edinburgh Expeditions (Bronze Level) and S5 visit to The Calvert Trust, Lake District (Lottery Bid). 37% of pupils in SIMD 1-3 participated in a residential visit.

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities
Session 2018-19

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		√		

Strengths
- Literacy coordinator and literacy working group
- Timetabled literacy period
- S1 – S3 whole school literacy targets
- Resources purchased including digital technology
- Parent workshops
- Reading lunchtime club
- Range of SQA qualifications (Nat 1 – Nat 4)
- Targeted support for non-readers
- Fresh Start literacy programme

Next Steps
- Develop literacy rationale document
- S1-S6 whole school literacy targets
- Implement personal reading programme
- Mobile library accessible at interval and lunchtime
- All pupils registered with SLC Libraries
- Literacy rationale and literacy placemats
- Continue targeted support for non-readers
- Extend parent workshops
- Tracking and montoring in Senor Phase including interventions

Numeracy:

Progress	satisfactory	good	very good	excellent
		√		

Strengths

- Numeracy coordinator and numeracy working group
- Range of SQA qualification (Nat 1 – Nat 4)
- S1-S3 whole school numeracy targets
- Timetabled numeracy period
- Most pupils tested using Basic Numeracy Skills Assessment too
- Purchase of appropriate resources including digital technology
- Parent workshops
- Rationale for Numeracy and numeracy placemat
- Targeted support in numeracy
- Tracking and montitoring within BGE
-

Next steps
- S1-S6 whole school numeracy targets
- Extend parent workshops

- Further develop links with Cathkin High
- Pilot Numeray Catch Up and Maths Recovery
- Tracking and monitoring in Senior Phase including interventions

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
			√	

Strengths
- H & WB Coordinator and working group
- Nurture Initiatives: Reach Forward / FAIR / GUAB
- School Ethos
- Positive staff / pupil relationships
- Personal Achievement Awards & Personal Development Awards
- Duke of Edinburgh Awards
- John Muir Award
- Caritas Award
- Youth Achievement Award
- Community Achievement Award
- S1-S3 Whole school H& WB targets
- Reviewed Behaviour Management Policy
- BBL Working group
- Pilot project with vulnerable pupils and Universal Connections
- Home School Link worker
- Lunch clubs
- Daily Mile initiative for S1 &S2
- Parent Support Group

Next Steps
- S1-S6 whole school H&WB targets
- Extend UC/ RF project
- Further develop support for vulnerable/ disengaged pupils
- Parents as Partners Policy

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
			√

Strengths
- Positive school destinations
- S2-S3 timetabled skills for learning, life and work
- Employability skills displayed in each subject
- Successful pathways event
- Excellent college links
- Excellent work experience programme
- World of Work timetabled class

- Beauty Course option in Senior Phase
- Horticulture option in Senior Phase
- DIY option in Senior Phase
- Business Partner identified
- Transition leaflet developed in conjunction with psychological services
- Partnership Policy

Next steps

- Sustain initiatives
- Extend college link with South Lanakrhsire College
- Extend business partners
- Pathways Event

Overall quality of our learners' achievements
Highlights of session 2018-19

Rutherglen High School provides quality education where all pupils are respected, valued, safe and are given opportunities to become successful learners, confident individuals, responsible citizens and effective learners.

Pupils continue to achieve success within the SQA framework and within BGE. Pupils achieved Personal Achievement Awards at Bronze, Silver and Gold level and SQA Employability Awards. Wider achievement was recognised through ASDAN, John Muir Award, Caritas Award, Duke of Edinburgh Award, Community Achievement Award and Youth Achievement Award

Most pupils attend a discrete literacy period and age appropriate resources have been purchased. World Book day (DEAR), visits to local libraries and the Edinburgh Book festival have encouraged pupils to read. There is targeted 1-1 support for pupils and a small number of pupils have participated in the Fresh Start Literacy programme. This has resulted in improved word recognition scores and reading ages. Pupils also benefit from a discrete numeracy period and all pupils were tested using Basic Numeracy Skills assessment. Numeracy levels increased by an average of 10 m0nths. Some pupils took part in theReach Forward and Universal Connections initiative. The focus of this project was to improve attendance, literacy and numeracy. The results of this project were positive and most pupils had increased literacy and numeracy scores as well as achieving the Youth Achievement Award and Community Achievement Award. All S1and S2 pupils participated in the daily mile initiative. Fitness levels improved and pupils were more engaged in learning. A small number of pupils participated in a pilot project at an Equine farm for assisted learners. Progress was evident within early level in literacy, numeracy and health and wellbeing. This environment reduced pupls'anxiety which had a positive impact on their behaviour and level of engagement.

Pupils had the opportunity to take part in the SLC Dance Competition, Instrumental Showcase Event and the annual Inter-Authority Prom. Pupils also had success at the Bridgeton Burns Art Competition, Road Safety Competition and Disability Sports Council Competition.

Pupils have continued to benefit through Nurture initiatives including Reach Forward, F.A.I.R, and GUAB, this has included residential visits to Arran.

Outdoor learning has continued to be a focus and pupils have benefited from ECO days, school garden, outdoor learning area and learning within the local community.

Employability was enhanced though the DYW initiative which resulted in increased engagement with the local business community, SDS, SQA, Colleges, Social Work and wider stakeholders. Vocational options in Beauty, Horticulture and D.I.Y. have been introduced in the senior phase. The E-Café continues to provide an opportunity for pupils to develop hospitality skills.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

Teaching Staff	Presentations, Curriculum Liaison Meetings, Staff Meetings, Working Groups, Individual meetings
All Staff	Staff Meetings, Evaluations Individual Meetings, Discussion papers
Management Team	Management Team Meetings, Discussion papers, Individual meetings, PT / DHT meetings, HT/DHT meetings
Pupils	Student Council, Assemblies, ECO committee, House Captain/ Vice Captains
Parents	Website, Monthly Newsletters, Termly newsletters, Parent Consultation Evenings, Annual Reviews, Parent Council
Business Partners	DYW initiatives, Pathways event, individual meetings, Website
External Agencies	Termly meetings, Individual meetings, Reviews, Parent Consultation meetings, Website

Quality Indicator	Key Strengths	Areas for Development	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	Processes are in place at whole school and departmental level to plan, monitor and evaluate change. Staff are aware of HGIOS4, NIF and SLC policies. School has taken part in VSE	To further involve parents, pupils and stakeholders in the self - evaluation process. . To further embed self-evaluation in all aspects of school activity	3
1.3 Leadership of Change	The school is well led to deliver improvement at school and departmental level. Distributed management is evident in a range of contexts.	Continue to display good leadership and to extend distributed leadership. Vision, values and aims evident in all areas of school life	3
2.3 Learning, teaching and assessment	Good learning and teaching is evident across the school. Learning and Teaching policy and "What makes a good lesson" displayed in all classrooms Numeracy rationale to ensure consistency across school Moderation within school, Cathkin High School, Trinity High School and Sanderson High School	Continue to develop teacher expertise through professional learning activities. To develop literacy rationale. Continue to use PEF funding to improve attainment in literacy and numeracy.	4
3.1 Ensuring wellbeing, equity and inclusion	School Ethos, quality of relationships between staff and pupils. Rights Respecting School Eco School, Scottish School of Cooperation. Quality of pastoral care and support for pupils including nurture initiatives. Post School destinations	Continue to maintain and develop positive ethos and networks of support. Respond to NIF directives through focussed use of PEF funding to address H&WB. More opportunities for outdoor learning	4
3.2 Raising attainment and achievement	Positive trend in BGE performance in Literacy (reading and writing). Positive trend in SQA performance at National 1 and National 5	Maintain existing positive trends to ensure continued improvements. Use PEF funding to respond to NIF directives. Comparison of achievement with similar establishment	4

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?

(High level paragraph addressing the three questions)

How well did we do?

Appointment of 0.6 Home School link worker in Feb 2018 targeted pupils whose attendance was below 85%. HSL worked with families who have historically no positive, active involvement with school to support increased pupil attendance at school. HSL visited new S1 parents during the school holidays which lead to increased parent attendance at S1 parents morning. Parent Support group has been

Literacy Coordinator held parent workshops and encouraged parent helpers into school to work on literacy in class. Literacy testing of all pupils. Timetable Literacy period every week for all pupils. Relevant age appropriate resources have been purchased for Literacy period. Targeted daily support for individual pupils and Fresh Start literacy programme has been introduced.

Numeracy Coordinator held parent workshops and encouraged parent helpers into school to work on numeracy in class. Numeracy testing of all pupils. Timetabled Numeracy period every week for all pupils. Relevant age appropriate resources purchased for Numeracy period. Targeted support for individual pupils

Reach Forward initiative with Universal Connections targeting 5 pupils who attend Nurture Group with focus on increasing confidence and raising self-esteem. Daily mile initiative to improve levels of fitness.

How do we know?

Pupil attendance has improved.. HSL worker has established positive relationships with families who have not engaged with school. Parent support group established.

Positive parent evaluations of Parent Support group

Positive staff and pupil evaluations about Numeracy period.

Positive staff and pupil evaluation about literacy period.

Positive pupil evaluations about UC Pilot and pupils stated they felt more confident.

What are we doing next?

Develop HSL role to support vulnerable families' link with school

Continue to raise attainment through numeracy work focused on number, money and time

Continue to raise attainment through literacy work and targeting emerging readers. Daily reading time to support pupils struggling with literacy

Continue "Daily Mile" for all S1 and S2 pupils to improve physical and mental wellbeing

Extend UC programme to develop and improve pupil self-esteem.

Overall evaluation of establishment's capacity for continuous improvement

The school was last inspected in 2011 and was awarded the following:

1.1   Improvement in Performance - Satisfactory
2.1   Learner's Experiences - Satisfactory
5.1   Curriculum - Good
5.3   Meeting Learning Needs - Satisfactory
5.9   Self- Evaluation - Weak

Since then we have continued to improve although we still need to address the increased expectations from HGIOS 4. Good quality learning and teaching is evident in most classes and through classroom visits (both formal and informal) this has been evidenced. Continuing Professional Development to meet learner's needs has been an ongoing priority and the use of collegiate time has been used to support this. Inset days and whole school staff meetings allw teaching staff and support staff to take part in professional dialogue, evaluate initiaitves and to identify whole school priorities.

The curriculum is flexible and progressive. It offers pupils realistic pathways to achieve attainment at SQA and wider achievement. This will continue to be monitored to ensure the needs of all learners are met. Curriculum Leaders meet monthly with subject teachers to discuss departmental improvement plans and targets. All staff are committed to school improvement.

Plans are in place to use PEF funding to support NIF this session.

Signed: Jan Allan
Date: August 2019