

**Turnbull High School**  
**Standards and Quality Report – August 2020**

**SCHOOL CONTEXT**

Turnbull High School opened in August 1976 to serve the needs of the Catholic community of Bishopbriggs. In 1978, it achieved full six-year status and the catchment area was extended to include Catholic children residing in Torrance. Since 2002, children from Bearsden and Milngavie are entitled to a place in Turnbull High School.

Turnbull High School is a co-educational, comprehensive school with a current school roll of 639 (S1 - 116, S2 -105, S3-112, S4-115, S5-108 and S6-84). Within the Turnbull Cluster, we work closely with our associated primaries of St Helen’s, St Matthew’s and St Nicholas’.

Average attendance rate (2019/20) was 92.5%. This is above national average (90.7%).

Exclusion in 2019/20 was 28 half days. This is lower than the national average.

In 2019/20:

FME (in receipt of) is 6.3%. This is below national average (13.7%).

SIMD profile

SIMD	1	2	3	4	5	6	7	8	9	10
%	13%	6%	6%	1%	2%	5%	10%	17%	21%	20%

9.5% of pupils are from minority ethnic groups.

23.5% of pupils are recorded as having an identified additional support need.

Attainment is strong with the School outperforming its Virtual Comparator School in all National INSIGHT measures.

Achievement opportunities for our young people across the BGE and Senior Phase enhance their Skills for Learning, Life and Work (SfLLW) and the four capacities through a wide range of clubs, groups, activities and awards in school and the wider community.

The school has a strong commitment to ensuring equity for all learners as a reflection of its Catholic vision and values. Attainment v deprivation data provided by Insight indicates the attainment of our pupils in the most deprived areas is greater than that of the National measure and increasing.

Pupil Equity Funding has provided specific targeted support to this cohort of pupils through activities such as summer school, breakfast club, mentoring, growth mindset programmes and learning programmes.

The school has a strong focus on supporting young people to make informed choices with partner agencies as appropriate (e.g. Skills Development Scotland). This work has meant that over the past 5 years, almost all young people have entered positive sustained destinations on leaving school regardless of their gender or SIMD.

## **VISION**

As a community of faith and learning, centred on Christ, we will value each person as an individual, enabling our students to fulfil their potential as young men and women, prepared to meet the challenges of life and committed to serving Christ in others.

## **VALUES**

**The values of the Gospel direct the work of our school. Our community will aspire to:**

- grow in faithfulness to God
- encourage hope in each person
- reach out in compassion to others
- respect the dignity of all
- treat others fairly
- act with honesty.

## **AIMS**

**We will strive to achieve our vision by:**

- providing high quality Catholic education based upon Gospel values
- providing experiences which meet the individual needs of our young people and enable them to achieve their full potential
- fostering a strong sense of community within the school and developing productive links with the wider community
- valuing and developing all members of the school community.

**Since our HMle inspection in 2010, our school has been involved in four authority reviews:**

- Support & Protect Multi-Agency Review (May 2014)
- EDC Quality Review (January 2016)
- Validated Self Evaluation of Wellbeing (May 2018)
- EDC Quality Review – Short Inspection Model (March 2020)

## REVIEW OF IMPROVEMENT PLANNING 2019/20

<b>School priority 1: Raising attainment through the promotion of excellence and equity</b>	
<p><b>NIF Priority:</b> Raising Attainment, particularly in literacy and numeracy; Closing the Attainment Gap; Positive Destinations.</p> <p><b>NIF Drivers:</b> School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s progress, School Improvement, Performance Information.</p>	<p><b>HGIOS 4 Indicators:</b> 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3</p> <p><b>EDC NIF Action Plan:</b> Attainment, Achievement &amp; Equity; Literacy Strategy; Numeracy Strategy ; Quality Improvement &amp; Self Evaluation; EDC Assessment Policy, Secondary Curriculum Framework</p>
<p><b>Progress and impact:</b></p> <p>Throughout session 2019/20, there has been a continued focus on the development of learning, teaching and assessment to promote excellence and equity and raise attainment.</p> <p>As part of our learning and teaching strategy, all staff completed the remaining Building Learning Power (BLP) modules. Staff engaged in professional reading and dialogue covering: building progression, engaging students in unsticking their learning, engaging students in rising to the challenge and engaging students in managing distractions. Following on from this professional learning staff trialled a variety of BLP strategies across a number of classes.</p> <p><b>Through the BLP programme:</b></p> <p><b>BLP Champions have:</b></p> <ul style="list-style-type: none"> <li>• demonstrated improved leadership skills as demonstrated in their endeavours to build a new culture through collaborative enquiry, strengthening the direction of growth in the school.</li> </ul> <p><b>Most teachers have:</b></p> <ul style="list-style-type: none"> <li>• contributed to a culture of enquiry based-learning which encourages openness and enthusiasm for their own learning</li> <li>• gained an understanding of how emotional engagement is key to building resilience and reflectiveness in pupils</li> <li>• promoted a language of learning which supports young people’s development as powerful learners</li> <li>• used the classroom to reinforce messages about learning</li> <li>• designed some learning activities that stretch and challenge the habits of the mind (growth mindset)</li> <li>• provided some opportunities for young people to take ownership of the assessment process</li> </ul>	

**Some pupils have:**

- developed a deeper understanding of the learner process: gaining a sense of themselves as learners who take more responsibility for their learning habits
- learned to talk about learning
- seen the positive in failure as an opportunity to learn
- managed distractions, helping him or her to focus on the task at hand
- developed confidence in their own learning capacity
- worked effectively with others towards common goals by challenging supporting and building on ideas.
- experienced some control over their learning, as they had been involved in designing curriculum content and task.
- used different strategies to find the answer

During session 2019/20 a Teaching & Learning Community, involving staff, parents and pupils was established. School closure has limited the progress of this group. It is intended that by working together they will embed Turnbull High's vision for Building Learning Power over the coming session.

Within a wide range of departments, staff have successfully completed a review of Advanced Higher courses to meet the updated SQA specifications. In addition, new courses to enhance provision of senior phase pathways were identified and developed. Courses include: Lab Science, Scottish Studies, Computer Games Development, Web Design, Team Games, Tigers Apprenticeships, Religion, Beliefs and Values and the SQA Wellbeing Award.

Across all departments there has been a continuing review of National 5/Higher courses to support our progress in improving the quantity and quality of passes. Targets set at the EDC attainment visit and SQA review meetings have been met. Insight data indicates:

- Improvement in attainment in numeracy – S4 N5 awards have risen from 62% in 2018 to 70.2% in 2020.
- Increase in number of presentations at Level 6 – this has risen from 533 in 2018/19 to 563 in 2019/20.
- Increase in percentage of pupils attaining Highers

HIGHERS	1 or more	2 or more	3 or more	4 or more	5 or more
2019	83.2%	65.4%	54.5%	43.6%	29.7%
2020	80.6%	71.3%	65.7%	51.9%	39.8%

The use of the Education Scotland moderation cycle to review BGE courses and programmes has also been developed through School Leadership Team focus groups. The outcomes from this will inform departmental improvement plans for next session.

Rigorous tracking and monitoring and effective use of data continue to underpin our school improvement. This session, a review of the use of Interventions, INSIGHT and Departmental data

took place as part of an EDC workload exercise.

This session also saw the introduction of the SEEMIS Progress and Achievement software to replace previous BGE reporting software. Training materials were developed to support staff. Additional school based tracking spreadsheets, incorporating P7 data and SNSA data, were introduced. Staff are beginning to use this data more effectively to set targets and measure longitudinal progress across the BGE. BGE review meetings have been established as part of our quality improvement calendar to support a more consistent approach to this.

As a result of our tracking and monitoring the following enhancements to school based interventions were implemented:

- Provision of a small scale early intervention service for literacy and numeracy
- Overhaul of supported study and mentoring programmes to improve effectiveness.

Our School Action Groups have continued to take forward various elements of school improvement. It should be noted however that some aspects were not overtaken due to prioritisation, staffing issues and school closure.

To support the implementation of EDC's Including Every Learner Policy Framework the development of our in-house ASN Resource, the St Columba Base, has continued this session.

The ASN Action Group have engaged in professional reading and looked outwards to other authorities and schools to inform our provision for young people with a wider range of additional support needs. All colleagues within the group have benefitted from the sharing good practice and professional learning from outside visits, reading and research. This empowerment of colleagues by colleagues promotes our capacity in terms of meeting the Standards for Full Registration and Management and Leadership. Due to school closures, the impact of this learning for individuals within their roles in school has not yet been measured.

Colleagues have worked with link departments to gather (early) Second Level resources with a focus on transitional learning. This has been overtaken in the most part, with two departments remaining. The group has also accessed the EDC ASN One Drive and has reviewed curricular resources available there from other EDC secondary schools and Merkland. We now have our own folder within this and colleagues had begun to upload differentiated resources from their link departments. Although progress has been made, this aspect is incomplete. This is due to using up time allocated with the Working Time Agreement.

The physical provision for young people with wider issues has been established. The space is now well resourced with ICT, furniture and is appropriate for those learners with mobility issues. Young people across the school benefit from this in terms of bespoke Support for Learning and CLD support. In addition, SLA colleagues work out of this room when not in class.

A protocol for accessing the Columba Base has been shared with staff via Respite Finem. Feedback on this was received from PT Support for Learning and discussion took place on any points raised. An update has been shared with the Parent Council however all parents/carers and partners have yet to be updated on this provision.

Some evaluation and quality assurance activities were completed before the school closed. Pupil, parents/carers and partners views were sought in line with the Quality Review of February 2020.

### Analysis of this indicates:

- Young people appreciate and value the individual support and pastoral care they receive through having an identified member of staff who knows and understands them. Young people benefit from a range of opportunities to engage with key staff about their progress and wellbeing. Almost all young people feel that there are members of staff to whom they can approach with any concerns.
- Young people from S1 to S6 continue to benefit from work undertaken in the Wellbeing Resource whether this is in terms of wellbeing interventions, personal development or leadership. Bespoke programmes are also delivered in response to the requirements of young people and their families. The Teens Managing Change Group, Positive Parenting Programme, Seasons for Growth, Dynamic Youth Award, Leadership opportunities and awards have all been very positively rated by young people and their parents/carers. In addition, learners are able to harness their personal progress through target setting, skills development, greater resilience and the achievement of awards.
- Young people with additional support needs have their needs identified well. Feedback from parents and carers of those learners accessing targeted support for learning, either individually or through timetables tutorials, was very positive. Both young people and their parent/carers reported strong teamwork and communication between pastoral, wellbeing, support for learning staff and their teachers to the benefit of the young person's learning and wellbeing. Staff are also making use of strategies to help meet the needs of young people who have English as an additional language (EAL). EAL Teachers work with learners individually and in class to ensure they achieve their potential.

A range of staff continue to act as Key Adult for young people across the school. In the BGE, a more consistent approach in the delivery of the programme and learner experience is required.

Almost all young people and parents/carers who gave feedback spoke of the very supportive climate and ethos for learning. It was clear from feedback that this was underpinned by positive relationships and a shared commitment from young people and staff to work together to meet learners' needs, improve learning and wellbeing.

Young people, parents and carers report that they feel valued through their interaction with key staff and that their views are sought and acted upon as appropriate.

The members of the Literacy SAG worked well to continue the development of talk skills across the curriculum. Tasks were divided amongst the members, with staff taking ownership for leading the change. Staff knowledge and understanding was increased through CLPL sessions led by two of the members. Resources from last year's work were improved and enhanced. In practice, these functioned better and were easier to use by staff and pupils alike. Feedback from members of the group was very positive. These are now ready to be more widely shared across the school to ensure greater consistency when delivering and assessing talk.

The use of peer observations and cross-curricular visits to support the work of this group was highly successful. The staff involved felt supported and gained a better understanding of standards and expectations. This experience was also shared with the Quality Review team on their visit to the school and was seen as being an example of good practice.

Having engaged with parents to ascertain demand and requirements, the Numeracy Action Group ran a very successful event for parents in December. Feedback highlighted that this

event had a positive impact on the parents who attended. It also indicated their opinion that this should have a positive impact on their children as they will be better equipped to support their children at home. On-going work on numeracy tutorial videos and the updating of the numeracy audit will carry forward into next session.

The STEM Action Group has successfully encouraged Leadership opportunities for staff and pupils thus developing skills for life, learning and work. Some STEM staff and pupils have engaged with external partners such as the West Partnership, SSERC, Education Scotland and numerous businesses and other educational institutions. The school has successfully taken part in two pilots, the Young STEM Leader (YSL) Awards and the national STEM Award for Schools. This session we had 2 pupils attaining the YSL Award at Level 6.

Our S6 YSLs were given training by Education Scotland on Diversity, Equality and Equity. This made them more aware of the factors to be taken into consideration when working with pupils. They raised the profile of STEM and encouraged younger pupils in discovering STEM by leading activities, clubs and tutorials. This has had an impact on pupils learning, reinforcing class practice and providing support to pupils requiring extra support. The clubs and activities, when evaluated by questionnaire, showed enhanced enthusiasm for STEM due to these activities/events. Similarly, events/clubs run by staff, when evaluated, have shown a similar increased enthusiasm.

To further highlight STEM careers this group developed a career presentation, S1 Full STEM Ahead Career Interview and collaborated with the Art department to produce an architectural/sustainability workshop. Feedback from pupils has shown that we are developing confidence and enquiry into STEM.

Our partnership working and Leadership in STEM was awarded in the National STEM Awards in March 2020.

The remit and scope of the Family Learning Action Group was extended this session to include all aspects of parental engagement.

To increase understanding of parental engagement amongst staff, the group undertook professional reading and developed the Turnbull High School Parental Engagement Strategy incorporating our Parental Engagement Calendar. This document will be shared and reviewed when the school re-opens.

In taking forward previous work in developing departmental blogs/departmental family learning practices twilight training sessions have been offered and delivered. Troubleshooting has been ongoing to support and empower staff. As a result, staff have learned how to work on this autonomously. New blogs have also been published or are under development. This has included the Wellbeing Blog, published during lockdown, which identified specific supports for pupils.

Feedback from staff and parents indicate that blogs have been an extremely important resource during lockdown, in collaboration with SMHW and E-Mail correspondence. This area of practice will be reviewed and developed next session to ensure we continue to deliver a high quality learner experience within the changing landscape in which we are currently operating.

This review will also include a focus on homework policy and the promotion of independent learning. To inform this work the Parental Engagement Group have completed a staff analysis on the purpose of homework and an analysis of parental perceptions of working independently at

home. We now have a greater understanding of this, however, more work needs to be done to develop independence in learners and manage learners' expectations at home. This will work hand-in-hand with the current implementation of Building Learning Power.

Our Digital Literacy Action Group are continuing to make progress in their journey towards achieving the Digital Schools Scotland Award.

This year the group have assessed staff ICT skills and provided CLPL to support identified development needs in order to enhance ICT in learning. A Digital Literacy Policy has been written to support all stakeholders to understand what we are doing in this area to clarify and enhance engagement. A BGE progression framework has also been created for Primary colleagues to use to enhance transitions.

In moving forward, the group has created a baseline assessment for our progress against creativity (QI 3.3) to be gauged.

## **EQUITY**

We continue to fund the PT Equity post to provide mentoring and targeted intervention to equity pupils. Equity funding has also been used in the delivery of 'Building Learning Power' and targeted Live 'n' Learn workshops.

All staff aware of PEF pupils, their SIMD level and level of support required. They have an awareness of the changing demographic of the school and are adapting support to address the increase in PEF pupils.

The PT Equity maintains regular contact with PEF pupils through protected time to support learning. Through this, specific barriers to pupil learning in class are identified and shared.

Access to ICT equipment for PEF pupils continues to be provided through our Breakfast Club and working lunch in order to remove barriers.

Additional resources provided this session to support differentiation and remove barriers in learning include:

- Provision of 2 laptops for use within St Columba base for identified PEF pupils
- Green Box literacy scheme
- TTRS literacy software
- Provision of headphones within modern languages to support targeted listening activities for PEF pupils
- Resources to establish an S1 language club targeted towards PEF pupils
- Resources to establish an art club targeted towards PEF pupils
- Funding to support school based West Partnership Research Project looking at parental engagement within a group of PEF pupils

It has not yet been possible to monitor the impact of these due to school closure.

## CLUSTER WORKING

Our Cluster working has continued to focus on the development of a shared understanding to ensure a smooth transition for pupils throughout their curriculum journey.

Within literacy, professional dialogue around the interpretation of the Benchmark statements has further developed staff confidence in understanding standards. Resulting from this assessment tools for writing have been shared for use across the cluster.

The numeracy group worked together to develop a shared knowledge and understanding of pedagogy used to develop basic operation skills from Early Level to Third Level. They covered various aspects that included the correct use of mathematical language, the need to demonstrate working, the use of numeracy blueprint boards, Number Talk strategies and the 'EDC Toolbox of strategies'. Again, resources have been shared to support this.

The next steps for this group are to agree how we share this understanding of pedagogy across all relevant staff. Due to school closure, this will need to be carried forward into future planning.

Following a successful bid for '1 + 2 Languages' funding nominated cluster staff participated in the 'Smashing Apps and Web Tools' professional learning event.

As a result this group of staff within the cluster have developed their understanding of:

- how technology can promote collaboration and allow learners the opportunity to work simultaneously on the same document
- how a range of apps and web tools can encourage independent learning and autonomous research
- how technology can facilitate formative assessment and shorten the feedback loop

The work of our curricular action groups has been severely curtailed this year as a result of school closure. However, some progress was made during the initial meeting. This includes:

- PE - the establishment of a GLOW group for sharing of PE resources.
- RE - initial planning for a transition programme, delivered by S1 pupils, on "Image of God".
- Science – moderation of Level 2 benchmark assessments.
- Technologies - continued development of level 2 lessons to share with Primary colleagues to address areas of concern at transition.
- Technologies – CLPL on coding provided for Primary colleagues by PT BECS.

This work of these groups will be carried forward into future planning. Similarly, the involvement of Senior Leaders within the cluster in the West Partnership Learning Collaborative has been postponed and will be carried through to next session. It is intended that participation in this West Partnership pilot will provide senior leaders with a deeper understanding of the key features of effective collaboration and how these can be used to empower staff as leaders of change.

## OVERALL IMPACT STATEMENT

The positive impact of our school improvement plan activities on attainment can be evidenced through the following attainment trends:

### **Literacy and Numeracy (Senior Phase):**

Leavers achieving level 3 literacy & numeracy was above the Virtual Comparator at 99.1%

Leavers achieving level 4 literacy & numeracy was above the Virtual Comparator at 95.5%

Leavers achieving level 5 literacy & numeracy was in line with the Virtual Comparator at 78.4%

Leavers achieving level 6 literacy & numeracy was in line with the Virtual Comparator at 33.9%

### **Total Tariff Score:**

Total tariff for lowest attaining 20% of leavers was above the Virtual Comparator by 179

Total tariff for middle 60% of leavers was above the Virtual Comparator by 200

Total tariff for highest attaining 20% of leavers was above the Virtual Comparator by 79

Data indicates that learners have made progress in their literacy and numeracy skills through targeted mentoring and targeted monitoring, tracking and interventions. The additional maths target group in S3 has allowed some equity pupils to remain on track for National 5 in S4 who would otherwise have been required to postpone this until S5.

### **Next Steps:**

- Develop and implement an educational continuity recovery plan to identify and plan for issues resulting from school closure and ensure excellence and equity in provision..
- Continue to embed Building Learning Power strategies across the BGE in partnership with pupils and parents.
- Take forward next steps in the on-going development of BGE courses and programmes identified through the departmental review of the Moderation Cycle.
- Continue to enhance resource provision within the St Columba Base
  - Review of One Drive curricular resources
  - Early intervention service within the school for literacy and numeracy
  - Parent/carer information
- Develop and implement a parental engagement recovery plan to promote parental engagement through increased awareness and enhanced opportunities.
- Work in partnership with parents to develop tailored events for parents within equity grouping to support pupil learning.
- Continue to develop our Literacy, Numeracy, STEM and Digital Literacy strategies

<b>School priority 2: Improvement in young people's health and wellbeing</b>	
<p><b>NIF Priority:</b> Improvement in young people's health and wellbeing; Positive destinations</p> <p><b>NIF Drivers:</b> School Improvement, Teacher Professionalism, School Leadership</p>	<p><b>HGIOS4 Indicators:</b> 1.2, 1.5, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2</p> <p><b>EDC Education Services Plan:</b> Improvement in children's health and wellbeing, Secondary Curriculum Framework, Attainment, Achievement &amp; Equity</p>
<p><b>Progress and impact:</b></p> <p>Planning for Excellence sheets, skills booklets and PLPs continue to be used to ensure the Health and Wellbeing responsibilities of all are explicit across the curriculum. The use of skills booklets has been embedded into PSE, however, work still needs to be done to ensure quality and consistency in pupil experience and develop their understanding of skills for life, learning and work.</p> <p>To promote the broader HWB activities with all stakeholders, the on-line school website calendar is now being used more consistently by all staff. An updated achievement spreadsheet has been introduced to capture learner participation and wider achievement across S1 – S6. As a result key staff are better informed and are beginning to use this to ensure out-of-class HWB experiences are taken in to account when meeting with pupils.</p> <p>GLOW blogs are being developed to provide a resource library for young people, parents, and carers: These resources target autism, young careers, stress management and general wellbeing. Due to school closure, this work will be carried forward.</p> <p>In response to trends in national and local data, there has been has a whole school focus on maintaining the positive mental health of pupils and staff over the course of the session.</p> <p>A mental health noticeboard was created and a calendar of mental health training events took place. These included:</p> <ul style="list-style-type: none"> <li>• Anti-bullying ambassadors training for pupils</li> <li>• Emotion Coaching Training and Compassionate, Connected Classroom Training for staff</li> <li>• Seasons for Growth Group</li> <li>• Girls group</li> <li>• Teens Managing Change Group</li> <li>• International Mental Health Day events led by wellbeing teacher and the wellbeing resource captain</li> </ul> <p>Evaluations of these training events and group sessions have been very positive. In some cases, there are clear indicators of impact in the short term. On-going tracking will take place to monitor the long-term impact.</p> <p>The work undertaken over this session has resulted in a number of HWB Awards recognising pupil attainment in this area being achieved.</p>	

All S4 core PE pupils were given the opportunity to complete the wellbeing award. Through this, they gained an understanding of the development of wellbeing via participation in an activity of their choosing.

Through their involvement with St Nicholas Primary, eleven S6 pupils gained a Higher Leadership Award having delivered a Mental Health peer-learning programme.

A range of individual awards (eg Dynamic Youth Awards) were also attained through various learner participation activities.

Working with Community Learning and Development five pupils from S3 and S4 achieved their Level 3 DYA. The award was delivered in partnership with our Wellbeing Teacher, supporting our young people to reflect on their skills development, career and transition planning.

The use of data to inform our HWB agenda is a recognised area for development. Pupils in S1 and S2 have completed self-assessments using the wellbeing wheel. SHINE mini module surveys have also been used to monitor and track specific elements of health and wellbeing with pupils. However, due to school closure limited progress was made in completing surveys designed to provide baseline data and inform target setting with pupils in S3 to S6 and with staff. This work will be carried forward to next session.

Again, our School Action Groups have continued to take forward various elements of this area of school improvement. As before, it should be noted that some aspects were not overtaken due to school closure.

The HWB School Action Group provided increased opportunities for young people across the session. Evidence of pupil involvement in these indicate that our target to improve young people's fitness and wellbeing through increased engagement in school-based activities has been achieved. These opportunities included:

- An increased and extensive range of clubs are available across the school week
- An inter-house competition providing a number of events involving physical, academic and creative activities.
- Our inaugural Santa Dash
- Our Smoothie Initiative led by the HBW captain and pupil volunteers
- Monthly world food days in the school canteen
- A successful bring your own re-usable bottle initiative

Provision of (HWB) clubs and activities have increased as follows:

- 2018/19 breakfast club; lunchtime 7 and after school 7
- 2019/20 breakfast club; lunchtime 12 and after school 9
- Whole school leadership opportunities (developing self-confidence/leadership etc.)
- 2018/19 – leadership 4 (excludes captains and prefects)
- 2019/20 – leadership 6 (excludes captains and prefects)

Having revised our Sexual Health and Relationships Policy, the focus of the SHRE Action Group moved forward this session to consider the wider equalities agenda.

Taking on board the training provided by the Scottish Catholic Education Service (SCES), and additional communication thereafter, the group has undertaken an audit of the whole school curriculum so as to identify which of the outcomes for Equalities education are already covered, the degree to which they are covered and any gaps that there may be. This audit is mostly complete and now needs to be collated to assess the current coverage and identify gaps to be addressed over next session.

A briefing paper on the sample Equalities Policy provided by SCES has also been produced. Again, this work will be carried forward to next session when colleagues from across the authority will work together to develop an Equality Policy for Catholic schools in EDC.

## **EQUITY**

To promote the health and wellbeing of PEF pupils a significant part of our PEF funding this session was used to set up the 'THS Gym'. Pupils have responded positively to the installation of this new equipment and all PEF pupils have been invited to become a member of the THS Gym fitness programme. Pupils attending the gym once a week and completing a milestones booklet will gain the SCQF level 4 in Community Achievement ran by Kelvin College. As a result of school closure, the impact of this initiative will be measured next session.

A targeted programme to improving wellbeing and promote confidence through outdoor learning resulted in twenty second year pupils preparing for and taking on the challenge of climbing Ben A'an.

All pupils received a learner participation award. It is hoped this will also contribute to SQA Personal Development accreditation and will be used as part of the John Muir Award.

The Cost of the School Day Toolkit was used to audit school provision. As a result financial support was provided to:

- Provide 'starter kits' for all S1 PEF pupils.
- Provide resources for a crèche facility to be established to allow PEF parents to attend school event/parent evenings.
- Allow identified PEF pupils access to sport and extra-curricular activities.
- Fund five PEF pupils in their completion of the Junior Sports Leaders accreditation next session.
- Allow 29 identified pupils to participate in an enhanced learning experience within the social studies curriculum.

## **OVERALL IMPACT STATEMENT**

Within Turnbull High School, levels of attendance are above the national statistics and exclusions figures are below the national statistics. This attendance and exclusion data along with stakeholders' views on the wellbeing provision provide evidence of the progress being made in relation to the National Priorities and the GIRFEC agenda.

### **Next Steps:**

- Develop and implement a health & wellbeing recovery plan recovery plan in line with the guidelines outlined in 'Nuture & Wellbeing Support in EDC'
- Continue to promote positive mental health
  - Feels FM App
  - Mental Health Training
- Introduce tracking systems to measure progress in HWB
- Development and implementation of a whole school Equalities Strategy.
- Make use of the data produced from this COTSD audit to inform future planning for the use of PEF funding to support closing specific gaps in relation to wellbeing.

**School priority 3: Improvement in employability skills and sustained, positive school leavers destinations for all young people.**

<p><b>NIF Priority:</b> Improvement in employability skills and sustained, positive school leavers destinations for all young people.</p> <p><b>NIF Drivers:</b> School Improvement, Teacher Professionalism</p>	<p><b>HGIOS4 Indicators:</b> 2.2, 2.3, 2.4, 2.6, 2.7, 3.3</p> <p><b>EDC Education Services Plan:</b> Improvement in employability skills and sustained, positive school leavers destinations for all young people.</p>
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**Progress and impact:**

To support the wider achievement agenda and make skills development more explicit a review of courses took place. As a result, Science, PE and Social Subjects will be developing new NPAs to widen the curriculum for learners. A number of wider achievement awards have also been integrated into our curriculum. These include the Young STEM Leader (YSL) Awards, Higher Leadership Awards and Dynamic Youth Awards.

During this session, our Developing Young Workforce (DYW) action group have continued their work to enhance employability and positive destinations for young people.

Following an audit and review of provision, the group have created a route map of DYW activities taking place within subjects and through the life and ethos of the school. This has ensured planned progression from S1 to S6. In addition, all events are now clearly linked to Career Management Skills and the Career Education Standard. This will be used to provide clarity of purpose for staff and pupils moving forward.

To support this extensive range of DYW activities, our next group of myWOW ambassadors have completed their training. However, school closure has meant that there has been limited opportunity for them to be involved in events or activities.

A significant area of work planned for this session was to review the PSE programme to incorporate the use of the profiling tool within myWOW. This tool will support our young people to understand how their skills development relates to the creation of their profile/CV and opportunities post school. Some progress has been made with this development but due to school closure, this will need to carry forward into next session.

**OVERALL IMPACT STATEMENT**

The combined impact of our DYW developments can be seen in the high positive destination trends for all our leavers.

Pupil surveys carried out in regards to the Careers Education Standard indicate that pupils have a high level of confidence in regards to the 'I can' statements.

The number of pupils participating in work placements has increased to 31.

### **Next Steps:**

- Develop and implement a transitions recovery plan to identify and fill any gaps in provision resulting from school closure.
- Continue to review PSE programme to incorporate myWOW profiling tool.
- Develop and implement a BGE Skills Course.

### **Covid-19: School Response**

#### **School Closure**

Several meetings of the School Leadership Team (Senior Management Team and Principal Teachers) took place in the week leading to school closure. The following means of communicating with pupils and parents regarding home learning provision were agreed and shared with all stakeholders:

- Show My Homework – to be used to issue work to pupils. By using SMHW this also provided parents with an overview of work outstanding/submitted. Staff were requested to provide work weekly in proportion to allocated periods within a normal school week.
- GLOW e-mail – to be used to allow pupils and parents to access staff with individual issues.
- Microsoft TEAMS - this could *continue* to be used with classes who were familiar with this tool but it was agreed that time constraints did not allow for all staff and pupils to be trained in this prior to closure.

In addition to this universal provision, pupils requiring targeted support were identified. Provision of targeted support was planned to be provided through PTs Pastoral Care, PTs Equity, PT Support for Learning and SMT. Where appropriate this also involved liaison with external agencies.

All parents were contacted to establish keyworker provision requirements.

#### **Lockdown Period**

##### **Curricular Provision:**

PTs maintained an overview of departmental provision. Departmental Meetings were carried out via TEAMS. Departmental tracking / surveys were implemented throughout the lockdown period to inform planning and decision-making. During the lockdown period, a number of staff moved towards the use of Microsoft TEAMS in addition to SMHW and GLOW e-mail.

Senior managers maintained parental communication through Groupcall. This was supplemented by announcements on the school website and Twitter.

SMT also maintained a whole school overview of pupil engagement and conducted a parental survey to inform decision-making.

During this period, EDC made an offer of ICT provision to all pupils to promote pupil engagement.

This process is currently ongoing. The school received 68 requests for IT provision. To date 22 laptops/wifi access have been provided.

**Targeted Support:**

In line with EDC guidelines targeted support was mainly provided through e-mail. In some cases, telephone support was provided. PSG meetings continued to take place weekly by telephone/TEAMS. For pupils in the Vulnerable Young Person category a weekly update was provided to EDC.

**Keyworker Provision:**

Regular contact was maintained with keyworkers. No uptake of HUB places was required throughout the lockdown period.

**Recovery Planning**

Following the initial re-opening of the school building in June, two vulnerable young people were offered school access to the St Columba base.

During this period, pupils identified as requiring enhanced transition from primary were contacted and individual support provided as appropriate.

Parents of equity pupils were also contacted to identify any additional support requirements.

Recovery planning took place throughout June to plan for pupils returning to school in August. This involved the on-going review of risk assessments, timetabling, staffing and accommodation.

In line with EDC requirements, a school recovery plan has been developed. The priorities for this recovery plan will form our school improvement plan for 2020/21.

Whilst some priorities will roll forward from 2019/20, some priorities may need to be postponed as we focus on recovery and continuity of provision under these changed circumstances.

## KEY PRIORITIES FOR IMPROVEMENT PLANNING 2020/21

The key priorities for the school improvement plan are the priorities identified by EDC for our School Recovery Plan.

- 1 Health and Wellbeing, particularly nurture.
- 2 Family Engagement.
- 3 Transitions.
- 4 Continuing to ensure equity and educational continuity

## CAPACITY FOR CONTINUOUS IMPROVEMENT

The capacity for improvement in Turnbull High is very strong. There are a number of contributing factors that support this:

- The commitment and strong leadership of senior and middle managers will ensure that staff continue to improve the quality of education and opportunity for all young people within Turnbull High School.
- A highly committed staff eager to support one another and work closely as a team to continue to improve the learning environment for pupils.
- Very good relationships between staff and pupils.
- Enthusiastic and confident pupils who are eager to learn.
- A robust system of self-evaluation.
- A robust system of pastoral, learning and wellbeing support for targeted individuals and groups alongside universal access to wider activities and programmes that promote the health & wellbeing of all pupils.

## NIF QUALITY INDICATORS

Quality indicator	School self-evaluation	Inspection/Authority evaluation
1.3 Leadership of change	Very Good	
2.3 Learning, teaching and assessment	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	
3.2 Raising attainment and achievement	Very Good	