

**Turnbull High School**  
**Standards and Quality Report – June 2021**

**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 621 (S1 - 116, S2 -117, S3-107, S4-109, S5- 94 and S6-78). Within the Turnbull Cluster, we work closely with our associated primaries of St Helen’s, St Matthew’s and St Nicholas’.

Average attendance rate (2020/21) was 92.5%. This is slightly below national average (93%).

Exclusion in 2020/21 was 10 half days. This is lower than the national average.

In 2020/21:

FME (in receipt of) is 12.5%. This is just below national average (19% eligibility and 13% uptake).

SIMD profile

SIMD	1	2	3	4	5	6	7	8	9	10
%	13%	3%	9%	1%	4%	2%	11%	10%	34%	12%

10.5% of pupils are from minority ethnic groups.

29% 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 versus deprivation data provided by Insight indicates the attainment of our pupils in the most deprived areas is greater than that of the National measure.

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 learning programmes and skills based recovery 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 five 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)

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

Our response to COVID-19 demonstrated the collective strengths of our school, as we worked together to mitigate the impacts of the pandemic on our learners. All school staff have worked tirelessly to continue to provide a high quality and rewarding learner experience. This has meant that, at times during this session, we have had to review the focus of our activities, and place recovery and support at the heart of everything we are doing.

Our Remote Learning Policy, developed in consultation with staff, pupils and parents, has provided a framework for ensuring continuity of learning during periods of isolation or lockdown. This framework promoted the use of the following communication tools:

- 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.
- GLOW e-mail – to be used to allow pupils and parents to access staff with individual issues and provide learner feedback.
- Microsoft TEAMS - to be used to deliver live lessons or on-line tutorials to class groups.
- Groupcall – to be used by senior managers and middle managers to maintain parental communication.
- School website and Twitter – to be used to maintain sense of community and share school/EDC updates.

Throughout the 2021 lockdown period, SMT carried out weekly surveys with pupils and parents to monitor our learning provision. The results from these surveys informed our policy and changes were communication to all stakeholders in the format of a weekly 'You said..., We did...' update.

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.

In addition to this universal provision, pupils requiring targeted support were identified. Keyworker provision and vulnerable young person provision was provided through our school hub. Teachers staffed this on a voluntary basis. Provision of targeted support for pupils with additional support needs was also provided in our hub. This was staffed on a voluntary basis by the PT Support for Learning and Support for Learning Assistants.

In line with EDC guidelines, PTs Pastoral Care maintained weekly telephone contact with identified young people and their families who were in need of targeted support. 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. As a result, almost all of our VYP were engaged in learning.

Stakeholder surveys indicate a very high level of satisfaction with our learning provision and wellbeing support. Weekly wellbeing meetings with support staff ensured that needs identified were addressed timeously.

The on-going review of risk assessments, timetabling, staffing and accommodation has taken place throughout the session in line with Scottish Government advice. All staff have continued to promote school improvement as identified in our recovery plan for 2020/21. Whilst significant progress had been made in areas such as digital learning, some priorities will require to be rolled forward to 2020/21, as we continue to focus on recovery and continuity of provision under these changing circumstances.

## REVIEW OF IMPROVEMENT PLANNING 2020/21

<b>School priority 1: Health and Wellbeing, particularly nurture</b>	
<b>NIF Priority:</b> Improvement in health & wellbeing.	<b>HGIOS 4 Indicators:</b> 1.2, 1.3, 2.4, 3.1
<b>NIF Drivers:</b> School Leadership, Teacher Professionalism, School Improvement.	<b>EDC Education Service Plan:</b> Health and Wellbeing, particularly nurture.
<b>PROGRESS AND IMPACT:</b>	
<p>Almost all pupils feel safe and supported in Turnbull High School. This year class teachers have worked closely with the extended Pupil Support Team to address pupil issues with learning loss, mental health and anxiety related to the pandemic. All staff were sensitive to the individual circumstances of pupils, taking note of memos shared by pastoral care and adhering to the 'no groupcall' list. Effective systems were in place at departmental and whole school level to monitor wellbeing and work in partnership with parents to address issues. Courses were reviewed, assessment reduced and timetabling structures altered to support the mental health and wellbeing of our pupils. Weekly wellbeing meetings were successful in ensuring appropriate individual targeted support was in place.</p> <p>On return from lockdown all staff prioritised wellbeing across the curriculum. Individual wellbeing check-ins took place with all BGE pupils. In addition, pastoral care staff delivered pupil sessions focusing on strategies to support wellbeing within PSE. As a result, supports are in place where required. Some pupils have also benefitted from engagement with our school counselling service.</p> <p>Throughout this session we have continued to adopt a restorative, pupil centred approach to promoting positive behaviour as we implemented our revised behaviour policy.</p> <p>Recognising health and wellbeing as being central to our school recovery plan all staff have engaged in professional learning relating to this through our staff development magazine, Respite Finem. Through collegiate discussion, good practice in approaches has been identified within departments to be shared across the school. The reinforcement of high expectations and consistency has supported the already strong vision and caring ethos of our school community. On-going staff development needs have been identified. As such, restorative practices will be a focus of development moving forward.</p> <p>On return from lockdown universal support for pupils in relation to mental health has been provided through PSE. Targeted support was provided through bespoke programmes such as LIAM, CBT and Seasons for Growth. A review of our curriculum, assessment tools and staff training has taken place. A more holistic approach is now evident within our vision for mental health curriculum and interventions. A course outline with supporting resources and strategies has been developed by our wellbeing teacher for use within PSE.</p> <p>Limited progress has been made with the Mental Health First Aid training. Only a small number of staff completed 'Wildhearts' training and the impact of this is limited to individual staff member's practice. A lead teacher is currently completing 'Mental Health First Aid Training' certification. The Mental Health Action Plan resulting from this will inform our improvement plan next session.</p>	

As a Catholic school we have continued to put a strong emphasis on the spiritual development of pupils and staff, acknowledging that this is key to promoting wellbeing within our community of faith and learning.

Opportunities for spiritual development of staff as a community of faith have been provided through liturgies around the themes of 'The Way, The Truth and The Life' and 'The Gift of Hope'. Our Daily Decade initiated during lockdown has now become central to the prayer life of the school.

In preparation for the review of our school vision, values and aims in 2022, a group of core staff have completed the SPIRITUS Programme in association with the Australian Catholic University (ACU). This has supported the on-going faith formation of staff whilst providing resources to support the engagement of all stakeholders in the whole school review. To provide a sound knowledge base from which they can engage in this review, pupils in Turnbull High School and in the latter stages of our associated primaries, have been learning about virtues. Working with the Scottish Catholic Education Service (SCES), an implementation plan for next session has been developed.

Our planned CLPL programme to promote the spiritual development of staff as teachers in a Catholic school been significantly impacted upon. Senior staff attended SCES training based on the theme 'The Way, The Truth and The Life'. However, the decision for all inset time to be used for recovery planning linked to the continuity of education provision, has led to the unfortunate cancellation of this staff development programme this session.

As part of our celebration of Catholic Education Week we made our commitment to becoming a Laudato Si school. In so doing we responded to Pope Francis' invitation to become stewards of God's creation and meet the Holy Father's goal of creating an Ecological Education in our school.

## **EQUITY**

As part of our extended Pupil Support Team, the PT Equity has worked with partners over the course of the session to ensure a joint approach to supporting equity families. This partnership working has included SWS, Carers Link and Local Area Coordinator. This pupil centred approach has ensured that the individual health & wellbeing needs of our equity cohort were met for most pupils.

Funding has allowed five equity pupils to complete the Junior Sports Leaders accreditation.

Access to our Turnbull Gym equity initiative has been severely restricted due to covid restrictions.

## **OVERALL IMPACT STATEMENT**

Within Turnbull High School, levels of attendance are just below 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 positive impact of our recovery planning in relation to the National Priorities and the GIRFEC agenda.

However, attendance data and tracking of individual pupil wellbeing also evidences tension between wellbeing and raising attainment. The increase in the number of pupils struggling to

engage in school due to mental health is a key focus in moving forward.

**NEXT STEPS:**

- Implementation of our Mental Health Action Plan.
- On-going development of a whole school approach to restorative thinking.
- Review of school vision, values and aims.
- To continue to promote the spiritual development of staff as teachers in a Catholic school.
- Continue to promote ecological education within the framework of Laudato Si.

<b>School priority 2: Family Engagement</b>	
<p><b>NIF Priority:</b> Raising Attainment, particularly in literacy and numeracy; Closing the Attainment Gap; Improvement in health &amp; wellbeing.</p> <p><b>NIF Drivers:</b> Parental Engagement, School Improvement.</p>	<p><b>HGIOS 4 Indicators:</b> 2.5, 2.7</p> <p><b>EDC Education Service Plan:</b> Family Engagement.</p>
<p><b>Progress and impact:</b></p> <p>Throughout this year, communication with parents has continued to be a key focus. Through our effective use of a range of communication channels parents continued to feel involved in their child’s learning journey. Almost all parents agree that our communication this session has been clear and provided all the information that they needed.</p> <p>Parental involvement has always been a key strength of our school. However, this year, parental engagement in the learning process was naturally higher during periods of blended and remote learning. As a result of on-going professional learning, a wide range of resources were developed by staff to support this. These included:</p> <ul style="list-style-type: none"> <li>• Consistent use of SMHW</li> <li>• How to..... guides</li> <li>• Updated departmental blogs</li> <li>• Video tutorials / LOOM</li> <li>• You Tube revision clips</li> <li>• Retrieval Practice booklet</li> </ul> <p>Survey data indicates that these developments in parental communication have led to a greater parental understanding of the learning process.</p> <p>We continue to involve parents and carers proactively in their child’s education and wellbeing. Lessons learned from lockdown one have led to more effective joint working. We have been very responsive to the weekly survey which asks about wellbeing and learning. Effective frameworks have allowed us to be responsive and flexible with almost all issues raised by parents resulting in a positive outcome for the young person.</p> <p>Parents were provided with written progress reports as per our school calendar. All parent information evenings and Parent Council meetings took place via Teams. Attendance for on-line Parent Council meetings has risen slightly during this session.</p> <p>A draft Parental Engagement Strategy has been developed and will be subject to consultation in August 2021. This strategy outlines how Turnbull High School aims to provide:</p> <ul style="list-style-type: none"> <li>• good quality communication between home and school;</li> <li>• on-going, effective and meaningful reporting to parents about their child's progress;</li> <li>• practical advice and support to parents to help with learning in the home;</li> <li>• opportunities for parents and families to volunteer and to make a contribution towards the life and work of the school, and;</li> <li>• opportunities for parents to be involved in making important decisions relating to school life and school improvement.</li> </ul> <p>A review of our school homework policy, taking account of the views of all stakeholders has been</p>	

completed. The resulting draft policy will be subject to final consultation next session.

As a school we remain committed to fostering partnership working with parents to identify, develop and implement school improvement priorities. Covid restrictions have prevented the planned parent BLP improvement group from taking place this session however, some progress has been made through the Parent Council involvement in the creation of our Blended Learning Policy and Retrieval Practice booklet. Initial planning conversations with parents also took place regarding our Mental Health Day however this event had to be cancelled due to covid restrictions. There was a very limited response from parents to our 'Inspire Me' initiative.

## **EQUITY**

Our Parental Engagement Strategy outlines the channels of communication to be used with our equity cohort.

Contact was made with almost all equity families at the start of this session to discuss any concerns and identify areas where they felt support was required. As a result of these conversations, pupils were more engaged in their learning as their parents were able to support them in making use of systems such as SMHW. These conversations also led to the setting up of a skills based supported study programme for equity pupils to begin to address learning loss. Parent and pupil feedback indicate that this was a positive learning experience.

However, as we moved in to lockdown an identified group of our equity pupils became disengaged and targeted families did not respond to repeated attempts to work with the PT Equity during this period.

This target group will continue to benefit from the additionally provided through equity funding next session to address the learning loss resulting from this lack of engagement.

## **OVERALL IMPACT STATEMENT**

Parental involvement continues to be a key strength of our school. The increased use of digital communication has further enhanced this partnership. Parental surveys indicate a high level of satisfaction with our learner provision and channels of communication.

More parents are taking the opportunity to become directly engaged in the life and work of the school but this remains an area for improvement.

### **Next Steps:**

- Parent BLP Group to be re-established
- Engaging Parents & Families (A Toolkit for Practitioners) sections 3 and 5 to be used to further promote parental engagement



<b>School priority 3: Transitions</b>	
<p><b>NIF Priority:</b> Raising Attainment, particularly in literacy and numeracy; Closing the Attainment Gap; Improvement in health &amp; wellbeing; Positive Destinations.</p> <p><b>NIF Drivers:</b> School Leadership, Parental Engagement, Assessment of Children’s progress, Performance Information.</p>	<p><b>HGIOS 4 Indicators:</b> 2.6, 3.1</p> <p><b>EDC Education Service Plan:</b> Health and Wellbeing, particularly nurture Transitions Continuing to ensure equity and excellence including educational continuity</p>
<p><b>Progress and impact:</b></p> <p>PUPILS MOVING IN</p> <p>Wellbeing Wheels and S1 interview data indicate that all of our current S1 cohort feel safe, happy and welcomed in Turnbull High School. Any loss of transition experienced by primary pupils due to lockdown has been overcome by the on-line events and resources developed. The ‘Building Our Community’ Programme delivered through the PSE, RE and PE on their return to school in August played a significant part in promoting belonging and team building. Sacramental preparation for Confirmation was also successfully undertaken by the RE department for identified pupils.</p> <p>To ensure P7 pupils were offered a full transition experience this session further work was undertaken by pupil support staff and senior management to ensure our transition programme was ‘covid proof’ and adaptable to the changing environment over the course of the year.</p> <p>Departments have also continued to review and adapt curricular elements of our transition programme:</p> <ul style="list-style-type: none"> <li>• Meetings with primary colleagues and PTs of English and Maths took place at the start of the year with a view to supporting transitions; reflecting on the previous year and planning for the possibility of further disruption to learning in 2021.</li> <li>• Modern Language cluster visits were able to take place via Teams. Feedback indicated that the pupils enjoyed the micro-lessons and the Q&amp;A opportunities.</li> <li>• Science staff liaised with primaries to arrange transition work that could be carried out during remote learning.</li> <li>• Geography colleagues provided a set of core lessons and extension menu to all cluster primaries.</li> </ul> <p>Feedback from P7 pupils, their parents and primary staff indicate that the aims of our transition programme have been met in full this session.</p> <p>PUPILS MOVING THROUGH</p> <p>Monitoring and tracking plays a significant part in our work to support pupil transitions at key stages. All departments have made effective use of whole school and departmental data analysis to ensure that decisions taken regarding pupil progress at transition points are well informed and responsive to change. Pastoral Care staff have used Teams to ensure all options interviews are completed in line with the school calendar.</p>	

Within the Senior Phase, the Alternative Certification Model indicates that pupils have continued to make anticipated progress under what has been challenging conditions. However, within the BGE, with pupils generating less assessment evidence than previously due to the implications of remote learning, the impact of learning loss is still being considered. This on-going work will be part of our school improvement plan. Assessment data will be gathered and used to ensure staff are aware of the impact of learning loss on pupil progress and coursework coverage.

We have worked hard to maintain a high level of support and interaction with the families of young people requiring targeted support. In spite of the many challenges all TAC meetings took place, making use of Teams where necessary.

Negotiated partnership agreements were put in place to provide appropriate curricular pathways and destinations e.g. WSS, Positive Achievements, GCC Care Experienced Virtual School, and ASN Manager. Pupil progress was monitored and tracked, collaborating, where appropriate, with services when progress was not as expected. Inter authority Requests for Assistance, LLG and GLG Referrals were successfully completed to secure wider support for identified learners. The DHT (Pastoral Support) worked with key colleagues to ensure a cohesive approach to learning interventions i.e. timetables for Care Experienced English Teacher, EAL Teachers provision, Literacy supports and wider achievement (DMcL, SfL, GW, Prince's Trust and CLD)

Our coordinated approach proved to be robust in identifying those most in need and being responsive to concerns. Relationships between families and school have been further strengthened by increased contact during lockdown. However, the loss of face-to-face interaction has had a demonstrable impact on the effectiveness of some interventions on our young people.

#### **PUPILS MOVING ON**

On return to school in August an analysis of the 16+ data and leavers survey was conducted. Pupils who did not yet have a positive destination due to support not being available during lockdown were identified. Our risk matrix was updated and targeted support from our newly appointed DYW Coordinator and SDS was put in place. As a result almost all pupils moved in to a positive destination before the end of the session. This work will be enhanced next session through enhanced curricular inputs for DYW and refinement of pathways tracking for interventions.

#### **EQUITY**

Our equity cohort are clearly identified at all stages of transition. All staff are aware of the need to be cognisant of the individual needs of pupils within this cohort. BGE equity pupils have benefitted from the additional pastoral support provided by the PT equity to ensure smooth transitions.

#### **OVERALL IMPACT STATEMENT**

The combined impact of a wide range of developments to mitigate covid disruption has ensured that pupils moving in, moving through and moving on from our school continue to benefit from highly effective transition programmes.

Staged intervention profiles and school tracking systems indicate where we have been successful in addressing deficits and where further adjustments are required.

Data evidence indicates that all pupils leaving our school continue to enter positive and sustained destinations.

**Next Steps:**

- Continue to develop partnership working with Cluster primaries
- Continue to identify and address learning loss across the curriculum
- Develop study skills / exam technique programme to support senior phase students experiencing an SQA exam diet for the first time
- Continue to support transition from school into positive destination through DYW co-ordinator post

<b>School priority 4a: Continuing to ensure equity and excellence including educational continuity</b>	
<p><b>NIF Priority:</b> Raising Attainment, particularly in literacy and numeracy; Closing the Attainment Gap;</p> <p><b>NIF Drivers:</b> School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s progress.</p>	<p><b>HGIOS 4 Indicators:</b> 1.2, 2.3, 2.5</p> <p><b>EDC Education Service Plan:</b> Continuing to ensure equity and excellence including educational continuity;</p>
<p><b>Progress and impact:</b></p> <p>Following identification of learning loss from lockdown period one, literacy interventions were put in place for identified pupils in both S2 and S3. A new S2 literacy class was established with a view to focusing on the development of basic literacy skills, while S3 pupils attended individual support sessions with a literacy teacher. This proved to be very effective and was well received by pupils and parents.</p> <p>With the move to remote learning in January we were still able to maintain the distinct S2 literacy class and offer work and support appropriate to their level through the medium of online learning. This ensured continuity of education and also supported those young people with their transition back to school.</p> <p>Unfortunately, we were not able to maintain the literacy interventions put in place for pupils in S3. A number of those pupils failed to engage at all with English work during the period of school closure, causing the attainment gap to widen further. They will, however, continue to be a focus for support an intervention as we move forward in the recovery process.</p> <p>Furthermore, our S1 and S2 pupils also benefitted from the increased use of Literacy Planet software.</p> <p>We have continued to staff additional maths classes within S1, S2 and S3 to support the further development of numeracy skills.</p> <p>Within the senior phase, development work took place to provide remote learning resources for pupils working towards a Numeracy and/craft qualification. Pupils were then supported in working towards a level 5 Numeracy award.</p> <p>At the start of term one, through holistic assessment, a baseline was drawn within subject areas of student learning loss from lockdown one. This informed departmental planning to support pupils in settling back in to school whilst targeting support to those who required this. Course content, order of delivery and pacing were reviewed following this analysis.</p> <p>Staff upskilled through various CLPL opportunities on the use of on-line classroom tools and ways in which to support learning from a distance. The considerable development effort made by staff prior to the second lock down was a significant contributor to providing consistency and high quality learning and teaching in the second lockdown. The impact of this can be evidenced with the significant increase in pupil engagement during this period.</p> <p>Throughout this year staff across all departments have reviewed their curriculum and developed</p>	

additional resource to address learning loss. This was supported by local authority funding. Examples of this work include:

- Provision of visualisers for all staff to allow delivery of Teams lessons
- Subscriptions to access commercial resources (e.g. Master Your Learning virtual tutor platform for N5 English)
- Purchase of textbooks to support off-line learning at home.
- Purchase of study guides to support senior phase pupils in their SQA preparation.
- Wide collection of support videos created by staff across a most subject areas.

Some colleagues were also involved in working with local authority PDGs and the West Partnership Teams Groups to develop and share invaluable resources.

In the early stages of the year prior to lockdown two each PT Pastoral Care committed to the traditional routine of supporting children by employing the use of tracking booklets, parent interviews and following up on non disciplinary referrals. PTs Pastoral Care were also involved in prelim review meetings for the first time. This proved to be an invaluable exercise in tracking the progress of senior phase pupils. Each PT examined attainment data from August to December culminating in a meaningful and solution focused meetings to identify the root cause of lack of progress and outline plans to improve outcomes for young people.

Supported Study and Easter Study programmes were provided to help address learning loss in the Senior Phase.

Throughout the session staff have kept up-to-date with SQA guidance and change. For almost all pupils, work and individual support provided at home and subsequently in school has meant that N5, Higher and Advanced Higher assessments have been able to run smoothly. New lessons and ways of working were developed to mitigate against the lack of practical work in identified subject areas.

Our updated moderation policy takes full account of local and national advice. We have successfully delivered the alternative certification model for 2021. Key evidence gathered and moderation processes followed have ensured results are robust and thorough. SQA sampling and moderation with partner schools has been a positive and supportive process.

In S3 there was a significant cohort, about one third, who did not engage at home. As a result, it is anticipated that many of these pupils may struggle to meet the requirements of N5 next session. Early intervention for this cohort will be a priority.

Learning and teaching has continued with S1/2 throughout lockdown and then on return to school. For most of this group progress in learning has been made. However, assessment data is not as robust as it would normally be. Again, this will be priority for next session to ensure early identification and subsequent intervention for learning loss.

Informal lesson observations (on-line and in-school) have taken place throughout the course of this session to ensure consistency of excellent teaching and learning across the school.

Across the school, departments continued to introduce new courses and programmes. These have included:

- S1 Interdisciplinary Learning – Covid Mural
- S1/2 Interdisciplinary Learning – MARS Day

- School Interdisciplinary Learning – Climate Week
- S2 Animation Programme
- NPA Games Design and Development (implemented)
- NPA Web Design and Development (implemented)
- NPA Criminology (SQA approval granted)
- Advanced Higher PE
- Review of S1-S6 PSE courses that reflect the needs of our young people, paying close attention to mental health priorities as outlined by the Scottish Government in response to the coronavirus pandemic.
- Connecting Classrooms

Our Digital Literacy Policy, developed in consultation with staff, pupils and parents, was launched in October. This policy was shaped by the audit of remote learning that was conducted following lockdown period one. This audit also highlighted the following CLPL training needs that were undertaken to enhance Digital Learning:

- Pupil training on use of GLOW, Show my Homework (SMHW) and Teams (undertaken whole school via Teams during term 1)
- Staff training on use of GLOW, Show my Homework (SMHW) and Teams (undertaken whole school via Teams during term 1)
- Parental support materials (produced and shared via Groupcall parental communication and our website during term 1)

Upon lockdown commencing in January 2021, these resources and CLPL were revisited to facilitate the whole school moving to online learning until April 2021. Evidence of the effectiveness of this planning and work can be seen in the parental and pupil evaluations of digital learning provision during this time (4 out of 5) which allowed us to offer further dynamic responsive support.

## **EQUITY**

All equity pupils were provided with a class resource pack at the start of term to promote their readiness to learn. Where required, a laptop and/or internet access was also provided over the course of term one. As a result we were confident that all equity pupils had the necessary resources to engage in learning in school and at home.

A skills based supported study programme for equity pupils to help address learning loss was developed and implemented. This programme was well attended by S1 and S2 pupils. S3 uptake was much lower, however, this cohort are less engaged across the school. Pupils accessed a variety of clubs that included different sports, arts and crafts, cookery and focussed on the life skills that are developed in participating in such activities.

Pupil feedback indicates our equity pupils enjoyed this programme. It made them feel valued and gave them positive opportunities to enhance their skills for learning life and work. A plan is in place to extend this programme into the new session. Additionally, the school has purchased the Tree of Knowledge – Treehouse online resource for the coming year with the hope of further enhancing the development of our Equity pupils in line with their mental, emotional and social wellbeing.

## **OVERALL IMPACT STATEMENT**

Analysis of senior phase data indicates a high level of success in identifying and addressing learning

loss across the curriculum. Within the BGE on-going assessment and curriculum review is required to ensure any long term impact of covid learning loss is negated.

Digital learning is now firmly embedded in practice. A minimum while school standard has been established. All staff and stakeholders have developed their understanding of digital learning provision and ICT skills. Moving forward we aim to ensure consistency in approach whilst continuing to enhance the use of digital technology to support learning, teaching and communication.

**Next Steps:**

- On-going review of curriculum.
- On-going development of digital learning.

<b>School priority 4b: Continuing to ensure equity and excellence including educational continuity</b>	
<p><b>NIF Priority:</b> Raising Attainment, particularly in literacy and numeracy;</p> <p><b>NIF Drivers:</b> School Leadership, Teacher Professionalism, Parental Engagement</p>	<p><b>HGIOS 4 Indicators:</b> 2.2, 2.3, 2.5</p> <p><b>EDC Education Service Plan:</b> Family Engagement; Continuing to ensure equity and excellence including educational continuity;</p>
<p><b>Progress and impact:</b></p> <p>After consultation with staff and parents it was agreed that the blended learning guide should be renamed the Remote Learning Guide, providing direction for staff for every eventuality. This gave all stakeholders an understanding of our communications protocol and of how we intended to deliver an excellent remote learning experience, whilst taking into account issues such as our minimum weekly live lesson protocol.</p> <p>Through the implementation of this policy, consistency and equity across the learning experience was delivered. Furthermore, it provided key information for parents and staff on managing expectations to ensure our young people received the best possible chance of success.</p> <p>Links to educational resources included within the policy allowed staff to access information in a variety of areas: good practice for online working; staff health and wellbeing support; pupil health and wellbeing support, digital platforms and how to use them and a host of digital learning resources. This empowered staff to embrace and overcome the challenges of remote learning.</p> <p>Parent links included were also found to be very helpful as parents commented that all the information needed to support their child could be located easily. These included information about wellbeing, learning online and learning resources.</p> <p>The policy was updated appropriately in response to weekly pupil and parental surveys and changes in government advice.</p> <p>Initial progress was made during term one in regards to our Building Learning Power (BLP) implementation plan. A retrieval booklet was developed to support independence and promote effective study skills. Our BLP booklet was launched with staff and BLP ambassadors had begun to develop a pupil led strategy to promote BLP ethos across the school.</p> <p>However, the subsequent period of lockdown, and the decision to focus all remaining collegiate time on remote learning provision and the alternative certification model, prevented any further progress being made. It is hoped that we can carry this work forward through the improvement plan for next year.</p> <p><b>OVERALL IMPACT STATEMENT</b></p> <p>Having completed the staff training phase of our BLP learning and teaching initiative, the use of BLP strategies is becoming increasingly evident in a majority of classes. The language of BLP is also becoming embedded in our daily interactions.</p> <p>As we now move into the full implementation phase, our pupil BLP ambassadors and parent BLP Implementation Group will work with staff to develop and promote our whole school vision of independent learners actively engaged in the learning process.</p>	



## **EQUITY**

In his mentoring capacity the PT Equity has provided additionality to supplement our BLP Programme and support pupils in developing the skills for becoming independent learners.

### **Next Steps:**

- Continue to take forward our BLP implementation plan through departmental professional learning communities, pupil BLP ambassadors and parent BLP Implementation Group.

## KEY PRIORITIES FOR IMPROVEMENT PLANNING 2021/22

The key priorities for the school improvement plan are the priorities identified by the National Improvement Framework and EDC Education Service Plan.

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least deprived children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations

## 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	

\*Due to covid lockdown the EDC Quality Review Report was not completed.