

Turnbull High School
Standards and Quality Report - May 2019

SCHOOL CONTEXT

Turnbull High School was 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 - 103, S2 -112, S3-117, S4-109, S5-101 and S6-96). Within the Turnbull Cluster, we work closely with our associated primaries of St Helen's, St Matthew's and St Nicholas'.

Average attendance rate (2018/19) was 93.9%. This is above national average (91.2%).

Exclusion in 2018/19 was 6 half days. This is lower than the national average.

In 2018/19:

FME is 6.3%. This is below national average (37.6%).

SIMD profile

SIMD	1	2	3	4	5	6	7	8	9	10
%	11%	5%	5%	2%	2%	4%	10%	18%	22%	20%

12.5% of pupils are from minority ethnic groups.

26.8% of pupils are recorded as having an identified additional support need.

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 three authority reviews:

- Support & Protect Multi-Agency Review (May 2014)
- EDC Quality Review (January 2016)
- Validated Self Evaluation of Wellbeing (May 2018)

REVIEW OF IMPROVEMENT PLANNING 2018/19

School priority 1: Improvement in attainment, particularly in literacy and numeracy	
<p>NIF Priority: Raising Attainment, particularly in literacy and numeracy.</p> <p>NIF Drivers: School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s progress, School Improvement</p>	<p>HGIOS 4 Indicators: 1.1, 1.2, 1.3, 2.2, 2.3, 2.5, 2.7</p> <p>EDC Education Services Plan: Improvement in attainment in literacy, Improvement in attainment in numeracy</p>
<p>Progress and impact:</p> <p>Throughout session 2018/19, there has continued to be a strong focus on the development of learning, teaching and assessment.</p> <p>Our whole school practitioner enquiry on Building Learning Power (BLP) has impacted positively on learning and teaching. Teachers have completed modules 1 – 4 of this programme and have engaged in professional learning in the following areas: Developing a Culture for Building Powerful Learners; Building Active Participation; Building Shared Responsibility and Building Dialogue and Collaboration. Learning visits and stakeholder feedback indicates that many of our young people now take more responsibility for their learning in a variety of ways. Our young people promote independent learning; reflect on their own successes; have gained a deeper understanding of their preferred learning style; are more involved in understanding and acting upon their next steps in learning; are more skilled when working collaboratively. Another key outcome of BLP is acknowledging that failure provides opportunities to learn and this in turn builds resilience.</p> <p>Within the Broad General Education, Principal Teachers have continued to make effective use of the Moderation Cycle and school based tracking system to promote consistent standards and ensure robust and accurate moderation in the BGE facilitates success in the senior phase. The bureaucracy for each stage of the BGE has been reduced and a sharper focus has been made on the importance of quality professional dialogue around the moderation process. Staff now have an increased knowledge and understanding of how SEEMIS can be used to support tracking and intervention. Introduction of BGE Review Meetings has led to an increased focus and awareness on pupil progression from P7 to S3.</p> <p>Across the Turnbull Cluster staff from our associated primaries have met with their secondary colleagues in curricular area groups to engage in professional dialogue. Through this collegiate working there is evidence of impact in most curricular areas in regards to the development of a shared understanding of standards through the moderation process, an agreed pedagogical approach to learning and teaching and skills development and a more effective transition for young people between levels and stages.</p>	

Within the Senior Phase, all departments have reviewed their Higher courses to reflect changes to course content and assessment brought about by the removal of UASPs by the SQA. They have reflected on the impact of changes to National 5 courses through departmental SQA review meetings and have begun looking at the changes that will come in to force next session for Advanced Higher qualifications.

Following a review of the SQA catalogue a number of new courses have been introduced. These include NPA Business and Information Technology Level 5 and Level 6, National 5 Application of Maths and Religion, Beliefs and Values Level 4. Individual pupils were involved in Dynamic Youth Award to provide a bespoke curriculum suited to their needs. This work will continue in session 2019/20 to allow all departments/SMT to further consider the widening of the curriculum.

As part of our improvement journey school action groups continued to take forward our priorities in relation to literacy, numeracy, STEM and Family Learning:

- The work of the Literacy Action Group has raised awareness of the importance of talk skills, and the need for them to be encouraged across the school. Through the analysis of the Benchmarks, staff are now more aware of the expectations required of pupils and the standard of delivery that pupils should be able to achieve. The creation of standardised planning sheets, along with a standardised assessment sheet, has helped to provide a consistent approach across all subjects. For those subjects who carried out a talk presentation, the impact on pupils has been to deepen their learning and provide greater opportunity to develop their literacy (talk) skills.
- The Numeracy Action Group has worked to ensure we provide a consistent message to pupils and staff in terms of numerical methodologies and strategies. This will result, over time, in less confusion for pupils and greater levels of success. This consistency has been further supported in terms of the information provided on departmental blogs promoting the message that Numeracy is relevant beyond Maths. There is evidence of this work leading to some improvement in pupils having the ability to transfer skills across subject areas.
- The STEM Action Group has moved forward in implementing our STEM strategy. Following an evaluation of current practice using the STEM Self Evaluation and Improvement Framework areas for improvement have been identified. This session has seen the introduction of Young STEM Leaders to promote STEM across the school through a STEM calendar of events. We now have approaches that are more consistent across the STEM subjects and wider school concerning the communication of STEM careers and choices for our young people. The impact of this work was recognised when Turnbull High School was awarded the European STEM Award from European Schoolnet in March 2019.
- As a result of staff training, and in response to parental preference, Blogs have now been developed by all departments to support our family learning agenda. The Family Learning Blog, Turnbull Times Articles, Learner Conversation Infographic and

information workshops for parents have all been used to further inform parents on developments. Parental feedback indicates that this resource is useful but further work needs to be done in ensuring all parents are aware of the existence of Blogs and how to access them.

In preparation for the establishment of an ASN Resource within Turnbull High School, members of the ASN School Action Group have improved their professional knowledge regarding how additional support needs are met in a variety of settings outwith and within the local authority. This was achieved through a variety of visits to other schools. Through this, colleagues have greater awareness of approaches to learning; variation of resources and challenges in relation to practicalities. In addition, this has provided opportunities for deep professional discussion to ensure our next steps are realistic and relevant for our learners. As a result of the above, we now have a better awareness of what can be achieved with the resources available to us in the context of Turnbull High School as we take forward this development in 2019.

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 97.4%
Leavers achieving level 4 literacy & numeracy was above the Virtual Comparator at 95.7%
Leavers achieving level 5 literacy & numeracy was in line with the Virtual Comparator at 77.4%
Leavers achieving level 6 literacy & numeracy was above the Virtual Comparator at 39.1%

Total Tariff Score:

Total tariff for lowest attaining 20% of leavers was above the Virtual Comparator by 96
Total tariff for middle 60% of leavers was above the Virtual Comparator by 118.
Total tariff for highest attaining 20% of leavers was below the Virtual Comparator by 24.

These results placed us as the second highest performing Catholic Secondary School in Scotland (in terms of achievement of 5 Highers).

Source: Glasgow Herald, Spring 2019

EQUITY:

Targeted approaches to literacy and numeracy are having impact over time. These approaches include:

- dedicated literacy period and smaller class size
- use of diagnostic assessments and Literacy Planet
- targeted work for areas of weakness
- cluster assessment of Maths and Numeracy
- cluster professional learning for moderation and professional learning
- S1 Enrichment time for numeracy in BGE; smaller size classes; targeted work for areas of weakness
- additional periods of Maths offered to targeted groups in S3 (N4 pathway progression)

- use of SEAL and Count on Us resources
- transition planning

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.

The provision of a breakfast club and working lunch support has supported learner engagement. A higher proportion of our equity pupils are engaging with the breakfast club and working lunch than across the whole school.

Next Steps:

- Continue to develop the range and impact of the Building Learning Power programme. This will include the establishment of a learning & teaching group consisting of staff, pupils and parents to work collaboratively to support our young people to be independent learners who confidently take responsibility to overcome challenges in their learning.
- Complete a review of Advanced Higher courses to reflect SQA changes for 2019 – 2020 whilst continuing to review national qualifications to improve academic progress in terms of number and quality of passes at National 5 and Higher.
- Further consider the widening of the curriculum through the introduction of NPAs and accredited wider achievement opportunities.
- Continue to develop our Literacy Strategy, Numeracy Strategy and STEM strategy.
- Introduce a Literacy Skills Day (BGE & Senior Phase)
- On-going development of our Family Learning /Parental Engagement Strategy.
- Development of a Digital Learning Strategy and enhancement of Learning and Teaching through effective use of Digital Technology.
- The further development of in-house ASN Resource to support the implementation of Including Every Learner Policy Framework.
- Development of tailored events for parents within equity grouping to support learning.

School priority 2: Improvement in young people’s health and wellbeing	
NIF Priority: Improvement in young people’s health and wellbeing	HGIOS4 Indicators: 1.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2
NIF Drivers: School Improvement, Parental Engagement	EDC Education Services Plan: Improvement in children’s health and wellbeing
<p>Progress and impact:</p> <p>This year our Developing in Faith action plan focused on the promotion of Gospel values. Following the review of our school values in 2017, powerpoint presentations were created to reflect the updated work of the school in living out these values. These outlined each of the six school values individually and were illustrated with photographs from events that demonstrate the involvement of our young people. Each year S2 leaders are responsible for updating this work and presenting at year group assemblies thus ensuring pupil awareness. Data analysis indicates that almost all young people are living out these values day to day.</p> <p>The Sexual Health and Relationships (SHRE) School Action Group carried out an audit of the provision of SHRE across the curriculum. This included the RERC ‘Called to Love’ programmes, PSE courses and Science programmes (including the discreet Sciences). In the BGE these were matched against the Benchmarks for each of the curricular areas. The school SHRE Policy was then re-examined, discussed and reviewed, taking into consideration the advice on SHRE from the Scottish Catholic Education Service (SCES) and the Scottish Government. It was clear that the courses are being delivered in a way consistent with the school SHRE Policy and that the policy is fit for purpose.</p> <p>Again, this year, the majority of S1 pupils achieved their target of sustaining three or more lunchtime clubs across the year. To support our target to improve young people’s fitness and wellbeing through engagement in school based activities the health and wellbeing (HWB) action group introduced the S1 walk. This involved pupils across the entire year group completing a 3-mile circuit. In so doing, the pupils also raised money for Marys Meals with a combined total of £1600 generated. Having successfully applied for £600 in lottery funding the group has arranged for a fitness track to be painted around the school grounds. It is hoped that this will be used as a whole school resource to support HWB/outdoor learning in lessons.</p> <p>We continue to provide young people opportunities to use their gifts and talents to the benefit of others in school and in our community. Our young people have continued to be effective in their leadership as Anti Bullying Ambassadors, Child Net Group, HWB Pupil Council, Active School Captains, School Leaders, Sports Leaders, Active School Captains and trained peer mentors. Young people are actively involved in decision making within the school. This session, a whole school survey was undertaken to review school lunches. Pupils in S3, staff and parent representatives continue to work with the local authority as part of the Health Promoting School agenda. Young people have been innovative and highly successful in their leadership of smoothies and fruit lollies as part of a pupil led healthier eating venture.</p>	

Strong relationships with a variety of partners ensure we have an effective, co-ordinated multi agency approach that leads to positive outcomes for young people and families. This includes improvements in young people and their families' health and wellbeing. The S3 HWB Day and Mental Wellbeing Week took place in February with inserts and workshops taking place through RE, PSE, lunchtime and assemblies. This included workshops on gambling and online safety. Pupils, partners and staff evaluated these events and opportunities very positively. Our whole school focus on tackling the stigma of mental health has been supported through our partnership with SeeMe. Pupil feedback on the use of SeeMe's Feels FM has been very positive. As a result, this will be embedded in the pupil experience through the work of HWB Action Group and pupil leaders.

HWB is embedded across the school and the curriculum in a variety of ways. This ensures our young people are included, engaged and involved in the life of the school. Over the course of this session, departments responsible for the delivery of core aspects of HWB (PSE, RE, PE and Home Economics) have been reviewing their courses and programmes against the national benchmarks. Action plans have been drawn up based upon this analysis, the evaluation of departmental HWB across learning responses and feedback from stakeholder wellbeing questionnaires. As a cluster, the HWB curricular group has also begun to review the learner experience as a result of the Education Scotland Thematic Review of PSE and HWB in Scottish schools. The Scottish Government's *Review of Personal and Social Education: preparing Scotland's children and young people for learning, work and life* has featured as a key document in ensuring a quality experience for our learners. As a result, key staff have been part of the local authority working group. The work of the group is on-going and the outcome from this will be a revised PSE curriculum in line with the recommendations and expectations of the reports. This has already been informed by our work with Glasgow University as part of the Schools Health and Wellbeing Improvement Research Network (SHINE).

All stakeholders continue to value the nurturing ethos of the school which is evident through strong relationships between young people and their families, staff and partners. This session all staff have built on previous professional learning on nurturing approaches and restorative practice to undertake professional learning on Adverse Childhood Experiences, attachment theory and resilience. The impact of this has been an increased staff awareness and understanding of how to support learners. It is hope that this will lead in turn to improved levels of wellbeing for groups of young people and improved engagement with learning through assets based classroom practice and approaches.

The school's Autism Adviser has continued to promote an understanding of ASD for young people, parents/carers and school staff. This has been undertaken through Family Learning events and workshops; meetings with individual young people and their families and awareness raising through themed assemblies, PSE and curriculum. As a result, pupils have a greater understanding of ASD; parents/carers have been signposted to resources and support and staff are more aware of the importance of communication and use of language in their teaching. Young people and their families will be consulted on our Supporting Autistic Learners in Literacy policy before this is

launched.

The ASN Provision for the school has been established and the GLOW Blog for Additional Support Needs resources and library for young people and parents/carers has been created for both young people and their families to access. All young carers have been offered a Young Carer's statement and support and advice from Carers Link.

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.

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 Live 'n' Learn workshops, wellbeing curriculum (stress) and for the PT Skills post.

The Live 'n' Learn programme was delivered to equity pupils with the aims of developing pupil confidence and raising attainment by encouraging our young people to take personal responsibility, foster a 'growth mind-set' and develop their resilience. Resulting evidence from programme participation indicated incremental gains in all of the following areas:

G: I don't mind making MISTAKES – Resilience/positivity

R: I don't overreact in situations of CONFLICT

O: I feel confident trying NEW THINGS

W: With HARD WORD I can achieve anything

T: I KEEP TRYING when things get difficult

H: I'm good at taking FEEDBACK

Extended pupil support staff have undertaken training in cognitive behaviour therapy approaches to address learners experiencing stress within the Senior Phase. This programme has been evaluated by pupils and staff and externally through the training provider to measure improvement and impact. This year, aspects of this has been successfully introduced into S2 and S3 PSE.

Next Steps:

- Staff survey of Generalist Teachers of RERC to elicit continuing professional learning needs. This will include 'Called to Love' INSET for all Generalist Teachers of RERC to be provided by Archdiocese of Glasgow Education Advisors.

- Review SCES Equality Materials and work with colleagues from across the authority to develop an Equality Policy for Catholic schools in EDC.
- Increase awareness of how to maintain the positive mental health and wellbeing of pupils and staff, with a focus on pupil self-safety
- Continue with the review of courses and programmes against national HWB Benchmarks in light of the Education Scotland Impact Report and Scottish Government Review of PSE and HWB. To include embedding of the SLLW booklet into PSE and introduce a Pupil Profile for S1 and S2.
- Use of SHINE mini module surveys to monitor and track specific elements of health and wellbeing with pupils
- Further work to be undertaken on making SHANARRI indicators well understood and referenced by learners
- Set up GLOW Blogs for resources and library for young people and parents/carers: Autism, Young Carers and Wellbeing
- Set up GLOW Blog for resources and library for young people and parents/carers: Managing Stress
- Seek the views of stakeholders on our whole school literacy statement for Autistic Learners
- Refresh our Attendance Monitoring Policy
- Implement the Cost of the School day Toolkit
- Improve young people's fitness and wellbeing through increased engagement in school based activities

School priority 3: Improvement in employability skills and sustained, positive school leavers destinations for all young people.	
<p>NIF Priority: Improvement in employability skills and sustained, positive school leavers destinations for all young people.</p> <p>NIF Drivers: School Improvement</p>	<p>HGIOS4 Indicators: 2.2, 2.3, 2.4, 2.6, 3.3</p> <p>EDC Education Services Plan: Improvement in employability skills and sustained, positive school leavers destinations for all young people.</p>
<p>Progress and impact:</p> <p>During this session, our Developing Young Workforce (DYW) action group worked to enhance employability and positive destinations for young people through the following activities.</p> <ul style="list-style-type: none"> • Promotion and implementation of a self-found placement programme. • Introduction of a DYW Options Carousel event in November to support pupil choices • Departmental audit and review of provision of entitlements of the Careers Education Standard • Development of whole school activities to address development areas in pupil confidence with certain elements of the Career Education Standard (CES). This included a focus on recruitment and selection and, at Cluster level, a very successful P7 DYW Partnership Event. <p>The combined impact of all of these developments can be seen in the high positive destination trends for all our leavers.</p> <p>EQUITY:</p> <p>Due to staff absence the target equity intervention for this priority will be carried forward to next session.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Develop whole school Careers Education Strategy. This will include the further development of the skills profile within the BGE. • Increase uptake of wider achievement awards by capturing awards within subject areas and embed within courses and link explicitly to skills (BGE into Senior Phase) • Put in place the next group of MyWOW Ambassadors 	

KEY PRIORITIES FOR IMPROVEMENT PLANNING 2019/20

1 Raising attainment through the promotion of excellence and equity

- a) Improve the quality of passes at N5 (A-C) and conversion rate to Higher; improve the quality of passes at Higher (A-C)
- b) Continue to review Senior Phase Pathways to ensure the school offers appropriate pathways which meet the needs of all learners
- c) Develop a whole school strategy for BLP and establish a Parent, Pupil and Staff Learning & Teaching Group (BLP Champions)
- d) Continue to develop & implement our Literacy Strategy, Numeracy Strategy and STEM strategy with a strong focus on pupil equity and parental engagement.
- e) On-going development of Parental Engagement Strategy and application of toolkit, incorporating Family Learning approaches to include a review of school homework policy and development of targeted family learning programme for equity pupils
- f) Further develop staff skills in analysing data to determine follow up attainment/ intervention strategies including the use of SEEMIS BGE Tracking
- g) Identify priorities from EDC's Enhancing Learning and Teaching through the use of Digital Technology
- h) The development of ASN Resource and implementation of Including Every Learner Policy Framework

2 Improvement in young people's health and wellbeing

- a) Implement Developing in Faith Action Plan: to include the implementation of the review of our Sexual Health & Relationships Strategy and SCES Equality materials.
- b) Ensure HWB RoA curriculum is explicit across all curricular areas.
- c) Increase awareness of how to maintain the positive mental health and wellbeing of pupils and staff, with a focus on pupil self-safety
- d) Continue to improve young people's fitness and wellbeing through engagement in school based activities

3 Improvement in employability skills and sustained positive school leavers destinations for all young people

- a) Develop whole school Careers Education Strategy. This will include the further development of the skills profile within the BGE.
- b) Increase uptake of wider achievement awards by capturing awards within subject areas and embed within courses and link explicitly to skills (BGE into Senior Phase)

Closing the attainment gap between the most and least disadvantaged children and promoting leadership opportunities at all levels through the PRD and improvement planning process are entwined within these three priorities.

CAPACITY FOR CONTINUOUS IMPROVEMENT

The capacity for improvement in Turnbull High is very strong. There are a number of contributing factors which 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	