

# Pastoral Support Standards and Quality Review of 2020-21



Priority	Target	Evaluation
<p><b>1. Improvement in attainment, literacy and numeracy. Close the attainment gap between the most and least disadvantaged.</b></p>	<p>Use of attainment data, local &amp; national assessment data and school data to track progress.</p>	<p>Use of standardised Test assessment data for English and Maths in conversation regarding pathway and progress with Year Group Head. This helps ensure that the correct pupils are in the correct subjects and allows PTPS to liaise with SfL to target pupils with specific learning interventions where required.</p> <p>PTPS have an overview of the tracking data for their alpha class after each report. They can use previous tracking data to determine any changes in pupil attainment and use this to inform learner conversations after reports are issued.</p>
	<p>Promotion of the variety of curricular and vocational opportunities available to learners.</p>	<p>A full co-curricular program is published at the start of each academic year which is added to the PSHE newsletter. Staff inform pupils of the variety of opportunities and pass this on to parents where relevant during discussion. This is particularly useful for S1 pupils and pupils looking to broaden social groups.</p> <p>Pupils are made aware of vocational/work experience opportunities through:</p> <ul style="list-style-type: none"> <li>Year group teams</li> <li>Alpha class teams/classrooms</li> <li>School DYW website</li> <li>Options discussions</li> </ul>

	<p>Developing literacy and numeracy in PSHE, Skills within wider achievement</p>	<p>During PSHE pupils are regularly asked to consider the curricular areas and specific tasks they have completed that have allowed them to develop their literacy and numeracy skills. This reflection allows them to identify strengths and weaknesses in the areas.</p>
	<p>Advice and guidance to promote literacy and numeracy - study skills, pastoral input info evenings, parental calls – promote nights Tutoring – target pupils and pair up encouraged</p>	<p>Regular contact home with parents during the global pandemic. This was established to re-assure parents and pupils during lockdown and blended learning.</p> <p>Pupils were/are targeted through reports with additional support being put in place for any pupil that needs it. For example, Maths lunch time club, open to all and pupils being able to access online materials even more due to online learning.</p> <p>PTPS have liaised with SfL to target pupils for additional literacy groups and have discussed the value of these with parents, confirming that they are happy to go ahead. More generally, some PSHE lessons that specifically focus on developing study skills and an established part of the program.</p> <p>At beginning of the academic year a robust tutoring programme was established. This matched S6 pupils with S3-4 pupils who require additional support across the curriculum. Pastoral staff targeted pupils who did not engage throughout lockdown for a variety of reasons to aid the academic recovery.</p> <p>Alongside the tutoring scheme, PTPS have promoted our buddying scheme through early pastoral phone calls and p7 transitions. P7 pupils who require a buddy are identified before summer and paired with a responsible S6 pupil to help them cope with the transition to high school. They meet at regular intervals to discuss the transitions and any challenges. Due to the nature of the lockdown this was extended to S2 pupils where required.</p>

	Use of insight data within Pastoral team, SIMD data shared to identify opportunities	<p>Insight data allows PTPS to have an awareness of individual subject attainment to inform options discussions with pupils.</p> <p>Through tracking and engagement data, PTPS have targeted pupils for opportunities based on SIMD, subject interest and academic attainment. This includes REACH and Widening Participation programs amongst others.</p>
	Pastoral to steer and support pupil council meetings, parent focus groups, pastoral website to share information	<p>PTPS have invited pupil council representatives for each alpha class to pupil council meetings throughout the year. Each PTPS took responsibility for their designated year group and liaised with the relevant DHT to agree an agenda for discussion with questions invited from pupils during PSHE.</p> <p>Pastoral staff have maintained a presence in parent focus group meetings where these meetings have been possible.</p> <p>Pastoral update and advertise Google Classroom and/or Teams to allow pupils to access opportunities out with the school curriculum i.e. virtual information evenings and virtual work experiences. Parents are able to view and access these resources.</p>
<b>2. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b>	Continue to lead: College mentor, Vocational, Modern apprenticeship, SMF, Sutton trust, Careers Convention, Careers service Monitoring and tracking – parental calls, SIMD data tracking and monitoring. Use of data hub to track pupils’ destinations. Pastoral staff play	<p>Social Mobility Foundation has been presented to S5 pupils who meet the criteria. This gives pupils the opportunity to receive help and support from a field that they may wish to study in the future through university.</p> <p>Vocational opportunities have been promoted as a key part of the options program led by PTPS. The success of this is evident in the uptake and completion rates along with the variety of courses completed by pupils.</p> <p>Through tracking and engagement data, PTPS have targeted pupils for opportunities based on SIMD, subject interest and academic attainment.</p> <p>Work experience and virtual placements have been advertised to pupils on of a very regular basis through alpha class/year group Teams and Classrooms. These opportunities have persisted despite the challenges of COVID.</p>

	<p>an active role in DYW strategy.</p>	<p>PTPS have led the use of the Data Hub to target pupils for various career path opportunities. This has allowed efficient use of opportunities available. The use of the risk matrix ensures the correct pupils are prioritised for careers support with Skills Development Scotland.</p> <p>Designated PTPS have been active participants at Data Hub meetings where staff refer pupils at risk of negative destinations to post school support. These have been discussed in detail with other agencies so that they are aware of the exact circumstances surrounding each individual young person.</p>
	<p>Further development and use of PSHE booklet transferable skills profile. Pastoral staff continue to encourage pupils to articulate strengths and area for development.</p>	<p>Regular conversations with pupils during PSHE especially during reporting periods. Pupils review own report and write down their targets, areas of development and strengths. These conversations happened online on a number of occasions when required over the period of lockdown.</p>
	<p>Appropriate use of activity agreements for pupils when required</p>	<p>Activity agreements have not been required for any pupils during this academic session.</p>
	<p>Pastoral staff continue to lead on support of pupils during UCAS and college application process.</p>	<p>Pastoral provide guidance and support during the UCAS programme. This has included the preparation for the process through introduction, how to identify desired courses and ensure that school curriculum gives pupils the opportunity to meet minimum entry requirements. PTPS have read all personal statements of pupils on a number of occasions, providing detailed feedback based on experience. Pastoral teachers also write references for pupils.</p> <p>The PSHE program continues to allow pupils to research their field of study to enhance their knowledge of the course.</p>

	Regular highlighting of opportunities through PSHE, including S6 service both within the school and within the community.	<p>The S6 service program continued on a smaller scale, in house, despite COVID restrictions. PTPS collaborated to identify and guide pupils in their various roles such as mentors, buddying and, where possible helping in the local community; reinforcing the catholic ethos of our school.</p> <p>S6 pupils have had the opportunity to complete the SCQF5 Volunteering Unit one award which was an opportunity for pupils to build transferable skills, learn more about volunteering and enhance CV through recognition of their achievements. This was led by PTPS in PSHE and outside of class time.</p>
	Pastoral staff will support pupils through S4 work experience and provide opportunities for work experience out with this period where appropriate.	<p>Various opportunities presented to pupils on line and reinforced during PSHE to try and minimise the effect of a lack opportunity caused by COVID restrictions.</p> <p>As previously discussed, pupils are targeted through use of the data hub and learner conversations.</p>
<b>3. Improvement in children and young people's health and wellbeing</b>	Continued development of PSHE lessons tailored to the age & stage of pupils as well the dynamic of individual classes. Use of PSHE to focus on COVID recovery of young people.	<p>Particular focus through PSHE on the recovery of COVID. Pupils have discussed with each other and articulated individually the impact of lockdown on their health and wellbeing. The recovery has focussed on self-care and how to look after mental and physical health. Practical advice has also been focussed on like how to carry out a lateral flow test.</p> <p>Each PSHE lesson has a specific focus at the start of each lesson on methods that pupils can use to support their own mental health and wellbeing. They have also been made aware of the supporting staff and agencies available to them and how to access support when required.</p>
	Use of wellbeing web and SHANNARI indicators in PSHE lessons to encourage pupils to articulate their own feelings on their	<p>The wellbeing web is carried out one time each during the 3 terms. This is reviewed by teachers. Moreover, pupils have been asked to complete QR codes/Microsoft Forms to gauge their mental, emotional and physical health.</p> <p>During lockdown PTPS set pupils PSHE tasks to ensure they periodically reflected on their health and wellbeing and used the returns from pupils to remain in closer contact with those highlighting concerns.</p>

	health and wellbeing.	
	Strong pastoral presence as part of Mental Health First Aid team.	4 PTPS have become upskilled to be qualified as Mental Health First Aiders and provide advice the rest of the pastoral team as required.
	Continued and strengthened relationships with partner agencies to support young people in school and outside of school including through JST meetings and use of healthier minds hub.	<p>JST meeting held every Thursday. Staff have access to both Educational Psychologists if there is an emergency. Within the staff shared area there is a folder with numerous support strategies that teachers can use with pupils depending on the make-up of the pupils needs.</p> <p>Pastoral staff can now make referrals to Healthier Minds Service to allow young people to be discussed with a range of agencies to identify the correct ones. All staff attended the CLPL relevant to understand the workings of the group to ensure it is used appropriately.</p> <p>PTPS have also worked directly with agencies including but not limited to Family First and youth counsellors.</p>
	Identification of vulnerable pupils from lockdown and liaison with departments and families to facilitate catch up.	<p>PTPS have curated an extensive list of extenuating circumstances for pupils sitting assessments as part of the Alternative Certification Model. This provides teachers with details relating the significant events in the life of a young person that may have impacted on their ability to perform to their potential in these assessments.</p> <p>During lockdown, PTPS attempted to contact all pupils and parents to establish how pupils were getting on with online learning and wellbeing. This also ensured that PTPS were aware of pupils to focus on upon our return to school.</p>

	<p>Pastoral staff to consistently assume responsibility to update class teachers of specific health and wellbeing issues relating to pupils to allow them to be supported in the classroom environment.</p>	<p>PTPS have continued to send memos appropriately coded (“OFFICIAL SENSITIVE”) to teachers of pupils who are experiencing difficulties or challenges which may impact their progress in class. This ensures that pupils needs continue to be met. They also lead case conferences for new S1 and where required for individual pupils.</p> <p>PTPS continue participate in relevant CLPL to upskills and regularly look to offer strategies to teachers in how they can support pupils who are experiencing challenging situations.</p> <p>PTPS work as a key part of primary 7 transitions by assisting in developing confidential spreadsheets to ensure a coherent transfer to St Ninian’s from all feeder primary schools. This allows PTPS to deliver efficient case conferences to all staff at the in-service days in August.</p> <p>The school Confidential Overview was again audited twice throughout the academic year for each year group and changes to pupil’s circumstances are updated on the C.O promptly and communicated with class teachers.</p>
<p><b>4. Continue to proactively engage with parents and carers to effectively support learners.</b></p>	<p>Regular phone calls home and communication with class teachers. Continue use of Microsoft Teams and Google Classrooms to keep regular contact with young people to allow a constant point of contact to facilitate smooth return to school.</p>	<p>Pastoral staff have continued to make regular contact with parents. All S1 parents received an introductory phone call at the start of the year and all PTPS endeavoured to contact each household at least once during the period of lockdown. Vulnerable young people and young people with ongoing issues were prioritised and PTPS were in regular contact with these parents throughout this period.</p> <p>PTPS also used online platforms to have weekly wellbeing check ins with each alpha class to discuss challenges and positives of the previous week and to offer advice for home learning.</p> <p>In the absence of face to face parent’s evenings, PTPS (and class teachers) called home during each reporting period to discuss reports with parents and raise/investigate any concerns/issues that have arisen.</p> <p>During isolation periods pupils can stay in touch with class work and lessons through their digital platform- this is an ongoing process due to the current global pandemic. PTPS liaised with teachers, pupils and parents to ensure this runs as smoothly as possible.</p>

	Use of pastoral notes to act as a chronology of contact and significant events.	PTPS continue to leave detailed and relevant pastoral notes to highlight significant events for each pupil. These have highlighted the individuals involved in a situation and the actions taken. These are organised to allow anybody to see a timeline of significant events.
	Use of twitter/school website to support distribution of relevant information to different year groups	<p>During the period of lockdown, the Pastoral twitter account was used to promote positive mental health and wellbeing advice for young people.</p> <p>The school website has updated pupils with relevant opportunities relevant to each year group.</p>
	Use of appropriate e-mail labelling Open channels of communication with external agencies and parents. Sharing of extenuating circumstances with departments inform teacher judgements on grades.	<p>When communicating with staff and with external partners, PTPS have ensured that confidential information is classified as "OFFICIAL SENSITIVE" to highlight the personal nature of the information contained. The memos are stored and linked to the confidential overview to ensure that new teachers have access to relevant information to pupils when they are in their class.</p> <p>PTPS completed a database of extenuating circumstances for this year to highlight pupils who had experienced adverse circumstances throughout the academic year which may have impacted on their ability to reach their academic potential. This was shared with curricular Principal Teachers to allow them to take these factors into consideration when providing provisional grades.</p> <p>Pastoral Staff continue to carry out Case File Review at the start of the school year to update teachers on new cohort of pupils coming in to S1.</p>