|  |  |
| --- | --- |
|  | **St. Stephen’s High School**  ***‘Strive for Success’***  **Standards and Quality 19/20**  **Recovery Action Plan Autumn 2020/21** |

|  |
| --- |
| Context of the school: |
| St Stephen’s High School is a denominational school which serves Port Glasgow, Kilmacolm and some parts of the East End of Greenock. The school is situated on a purpose built shared campus with Port Glasgow High School and Craigmarloch School. In session 2019-20 we had 524 pupils, 43.5 FTE teachers including a Head Teacher, two Depute Head teachers and 4 Guidance Principal Teachers. Pupils come to us from three associated primary schools. The school is also supported by a school Chaplain, eight ASNs, two technicians, three admin staff whilst in the campus there are four janitors and a vacancy for a librarian which has not been filled this session.  We work closely with our Parent Council which currently has eight parent members, two staff members, a co-opted Church member and a number of local councillors. The school has strong relationships with its many partners and receives excellent support from the local parishes, employers and our community learning and development team.  St Stephen’s High School exists so that learning can take place in a Catholic environment and forms a community in which daily life is directed by Gospel values and where individuals have the right to be recognised and accepted.  Our vision is: ***strive for success***. We aim to be a truly inclusive community which honours the life, dignity and voice of each person.  The school community has identified the following values which reflect the important principles on which we base all of our decisions:  **F**aith. **A**spiration. **I**nclusion. **T**rust. **H**onour.  We believe:   * everyone has the right to be respected and the responsibility to respect the rights of others * the highest levels of achievement and attainment are open to all * all learners have the right to excellent learning and teaching * nurturing approaches underpin our relationships * leadership at all levels promotes an ethos of success   As part of the Inverclyde Secondary Attainment Challenge, we have received additional funding to continue to develop the skills of our staff and we have used our Pupil Equity Funding to enhance our support for pupils as we are committed to reducing the attainment gap.  In January 2020 the school was reviewed by the local authority and their key findings will be incorporated into this report. |

**Review of progress for session Aug 2019 - March 2020**

|  |  |
| --- | --- |
| **School priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS?4 QIs  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.2 Curriculum  **Other Drivers**  **RRS**    *Article 28: (Right to education):* |
| **Strategies**   * Implement strategic plan for improvement in Numeracy achievement involving cluster primaries * Establish working group to focus on analysis of attainment data esp. SNSAs/Insight * Develop the role of Hub staff to support pupil attainment within and out with class * Continue to align senior phase curriculum with PGHS   **Progress**   * Due to staffing issues – no NQT in Maths, limited progress was made in this area. However, Literacy and Numeracy recovery programmes were delivered to targeted groups of learners in BGE. The school continues to have a programme of appropriate supports and one-to-one inputs are in place at Registration every morning for pupils identified as requiring this approach. In addition, a successful Moderation exercise took place with cluster primaries in October. The primary transition programme was reviewed and the model changed to a 10 week programme delivered to all P7 pupils (116) between October and December. * Working group established to analyse data led by PT Maths. Presentation to all staff on analysis and the use of SNSA data to inform learning and teaching. * Much progress made in this area. Hub support staff trained in Fresh Start and SEAL programmes and delivered to targeted S1-2 learners. Hub outreach work established to support attainment of pupils unable to attend school. A variety of bespoke programmes delivered to learners to ensure accreditation and achievement. * Much work has been done recently to widen the curriculum at individual, school and campus level. The alignment with PGHS allowed for more options for senior students e.g. Higher RMPS, Dance, Psychology and AH PE.   **Impact**   * Attainment has increased in Numeracy e.g. the percentage of learners in S4 attaining numeracy at SCQF level 4 or better and SCQF level 5 is now consistently better than the VC. There has been a marked and pleasing improvement in the SCQF Level 5 over the last two sessions. The recent school review noted a significant improvement in the quality of learning and teaching in Maths since the last visit in February 2019. The change to the transition programme and the opportunity for cluster moderation, enabled staff to have professional dialogue around a shared understanding of achievement of a level. This was positively received by staff and will be further developed next session. * There is a significant improvement in performance in S4 tariff points across the 3 measures. The school performed better than the VC in all 3 categories and in the highest 20%, attainment was higher than the VC, Inverclyde and National rates. It is very pleasing to note that performance in this category is the strongest it has been for the past 5 years. The widening of option choices, extending mentoring to include S4 and the Hub Outreach Programme have all contributed to this improvement. | |
| **Next Steps**   * Continue to develop a more cohesive programme with cluster primaries to build upon improvements in attainment in Numeracy and Literacy thus enhancing the life chances of our young people. * Develop a whole school approach to differentiation led by newly appointed PT Raising Attainment * Although improvements have been noted in quality of learning and teaching, a key priority is to gain consistency in pace and challenge across the curriculum * Newly appointed PT RA to lead on and implement the recommendation from the recent authority review - *the school should develop a clear strategic approach to developing growth mindset and raising aspiration amongst the school community.* | |

|  |  |
| --- | --- |
| School priority 2: Closing the attainment gap between the most and least disadvantaged children | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children  NIF Driver  School leadership  Teacher professionalism | HGIOS?4 QIs  1.3 Leadership of change  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement |
| **Strategies**   * Implementation of new SEEMIS progress and achievement programme to enhance tracking and monitoring * Appointment of acting PT Learning and Teaching to update policy and roll out new lesson observation programme, incorporating learner views * Seek other avenues for wider accreditation and expand partnership working to help facilitate this * Bespoke CPD delivered to extended SLT to strengthen leadership of change * Staff CPD to enhance learning and teaching.   **Progress**   * A new SEEMIS progress and achievement programme has been established in the BGE. This has allowed for parents to be issued with more detailed and meaningful information about levels for each subject * The school has a new Learning and Teaching group and they have produced an updated policy which has been written after extensive consultation with staff and pupils. A peer lesson observation programme has also been undertaken. This has involved a new template for gathering views and has been well received by staff * The school had planned to launch a parental event, however this was postponed by lockdown. This event was to include a carousel of the school’s partner agencies and was arranged in consultation with parental need as indicated in a questionnaire * The extended leadership team were mentored individually and as a group by John Paul Fitzpatrick of Teach Mindset. This resulted in revisiting class values/rules and the Promoting Positive Behaviour policy * All staff were involved in CPD involving key areas such as visible learning and ensuring feedback for pupils is high quality * PT Maths delivered in-house CPD on SNSA data for all to enable staff to understand pupil ability and ensure work is appropriate and with sufficient challenge * House assemblies are held each month with Wider Achievement as the focus. These are led by S6 House Captains * A Junior Awards ceremony was to be introduced this year to celebrate both academic and wider achievement. This was unable to happen due to lockdown. Arrangements have been made for pupils to receive certificates   **Impact**   * Across the curriculum, pupils in the BGE are tracked in a more rigorous and consistent manner. Parents are more aware of levels that pupils are working on. Pupils and parents have a greater understanding of appropriate progression and pathways that are available * Through the Learning and Teaching group, staff have had a greater opportunity to discuss and share aspects of good practice. This was evident at the school review where learning and teaching was highlighted as a strength of the school | |
| **Next Steps**   * Renew the Vision and Values to strengthen the ethos of high aspirations for all * Ensure all staff are confident tracking leaner progress using SEEMIS * Develop and implement a system to track engagement in online learning * Implement peer mentoring programme to support and encourage vulnerable pupils in BGE and allow seniors to develop leadership skills * Improve digital literacy of pupils and parents through twilight workshops with a particular focus on Microsoft Teams, Glow and ClickView * Engage all staff and pupils in regular evaluations of learning and teaching * Evaluate the impact of the PT Raising Attainment post * Ensure appropriate curriculum is in place to maximise opportunities for attainment and achievement for all learners * Further develop the network of partners to support and mentor learners | |

|  |  |
| --- | --- |
| School priority 3: Improvement in children and young people's health and wellbeing. | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Parental engagement | HGIOS?4 QIs  3.1 Ensuring wellbeing, equality and inclusion  2.5 Family learning  2.7 Partnerships |
| **Strategies**   * Embed the work of the HUB across the curriculum * Extend the role of the nurture staff to train others in nurturing approaches and to develop a planned programme of interventions * Create a HWB charter incorporating strategies to support mental health and wellbeing * Engage with the ICOS team to develop a school autism plan and provide further CPD for staff around this area   **Progress**  It is worth noting that the Local Authority review recognised the inclusive and positive relationships that are apparent between the school, parents and partners and acknowledged that these have a clear effect on achievement.   * A great deal of work has taken place in the Hub as it continues to provide group and individual support for those struggling to access the curriculum both in its fullest sense and for those who require individual support to achieve. Individual work has involved outreach delivery of lessons to pupils in their homes. Literacy and numeracy programmes have been place for those identified via SNSA data. The Support for Learning Dept and HUB staff delivered ‘Fresh Start to S1 pupils. Barnardo’s is an integral part of the HUB and provides pupils with strategies to alleviate anger/mental health issues and to allow them to access the curriculum. Again, this is done through group work and on an individual basis. * Both the Barnardo’s key worker and the Home School Link worker have received training on LIAM – this has benefited those identified as requiring this input – 3 pupils have been involved in this bespoke programme * The school started the process of gathering pupil voice through the HIGIOS framework to complete the HWB charter though further progression on this has been limited * The ICOS team have advised at enhanced transition meetings and taken part in various stages of the P7 transition Programme. P7 transition programme identified as an area of good practice   **Impact**   * Pupils continue to receive National Qualifications through bespoke HUB support. Those identified as requiring a more individualised curriculum with support have been successful and achieved at least 3+Nat 4 qualifications * Tracking those at risk of disengaging from the curriculum has enabled early interventions to be put in place for a variety of pupils to ensure achievement of Literacy and Numeracy qualifications. This will enhance future pathways * Pupil voice has been shared with staff. * Transition meetings have been meaningful and provided data required to ensure pupils smooth move from Primary to Secondary. Information from ICOS has been shared with staff via the confidential profile and this will continue to be updated to allow each pupil to flourish | |
| **Next Steps**   * Appointment of PEF DHT with the remit of connecting Guidance, Support for Learning and the HUB as identified by the review in Feb 2020. Outdoor learning will be incorporated into the curriculum in 2020 with a view to improving HWB and enabling pupils to gain wider accreditation. An area has been identified for pupils to maintain/grow plants and vegetables. Mental Health programme to be run in collaboration with Dr JP Fitzpatrick * ICOS and Support for Learning department to work collaboratively to produce a school autism policy. This will be completed by Oct 2020 and delivered to all staff on the In-Service day * More examples of Pupil voice to be captured in a ‘you said, we did’ approach. This will form part of the school’s Health and Wellbeing Charter which will be completed by December 2020. | |

|  |  |
| --- | --- |
| School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people | |
| NIF Priority  Improvement in employability skills and sustained positive school leaver destinations for all young people  NIF Driver  School leadership  Performance information | HGIOS?4 QIs  2.6 Transitions  3.3 Increasing creativity and employability  2.7 Partnerships |
| **Strategies**   * Continue with PT DYW post and develop a team to extend this work. * Increase opportunities for learners to engage with partners/local employers * Use of data to improve positive destinations for school leavers in line with LA   **Progress**   * The School has, over the past two years, made very good progress on improving pathways for all pupils. The appointment of a permanent PT DYW has enabled the school to create new links such as Morton Football Club and further enhance positive existing relationships with partner agencies and stakeholders such as Parklea. * During the course of the year 19 S4 pupils successfully engaged in a range of vocational curricular subjects related to their aligned career pathway. This was an increase of 79% from session 2018/2019. * Significant progress has also been made in terms of the provision of meaningful work experience opportunities. For example, there were 42 extended/flexible work placements across S4-6 which is an increase of 12% from 2018/19. All S5 known leavers have engaged in a work placement either within the extended, flexible or introductory model. * In September the school ran a successful careers fair attended by a large number of pupils and parents from S3 to S6. This event enabled our young people to engage with colleges, universities, local employers and providers of modern apprenticeships. * St Stephen’s has continued to build on the well- established partnership with Focus West and over the course of the year senior pupils engaged with Top Up and Routes for All via workshops and campus visits to the University of Glasgow, Strathclyde University and the University of the West of Scotland.   **Impact**   * The 2019 positive leaver destination snap shot taken by SDS has shown over a 6% increase with 95.6% of leavers entering a positive destination. This figure is higher than our VC, West Partnership and the national average. * In addition all 65 of known S4-6 summer leavers have a confirmed positive post school destination; 30% are moving in to Higher Education at university and 46% in to Higher/Further education at college which is an increase of 11% from the 2019 leaver cohort of 91 pupils. * PT DYW/ SDS/MCMC work closely with a group of pupils who have been identified as being at risk of leaving without a positive destination in place. * 10 Senior Phase pupils engaged with DYW West Lead in a structured programme surrounding Employability. This was a 10 week programme and a continuation from last session. * Timetabled workshops 2 periods per week to support young people in senior phase applying for college, applying for employment, writing CV’s and completing job applications – 31 young people accessed this throughout the academic year across S4-6. This was piloted last year and successfully developed and expanded this session. * S3 DYW programme has continued and now includes CMS, Career Management Skills. * Upon successful application this year, 9 pupils will embark on Foundation Apprenticeships in session 20/21. Uptake is growing steadily year on year. | |
| **Next Steps**   * Continue to build on established links and create new and sustainable partnerships within the local community and beyond. * PT STEM appointed which will extend the opportunities for learners to engage within these areas and pursue wider accreditation. * Continue to track pupils in the senior phase to ensure a continued increase in positive leaver destination figures. * Continue to build on embedding skills for work across the school within PSE and across the curriculum. * The school will continue to raise awareness of Foundation Apprenticeships, college and personal learning pathways through parents’ evenings and information events. PT DYW/ PTGs and SLT continue to use collated data to ensure that pupils are on a suitable and sustainable pathway within the senior phase. | |

|  |
| --- |
| **PEF Overview 2019-20** |
| **Rationale**  The key priority for PEF deployment this session was to develop the Hub resource which was created the previous session. The aims were: to widen the scope from single focus on HWB to include attainment; to develop an outreach service to support those who have significant barriers to traditional school engagement and to continue to look for more creative pathways for individual learners.  **Strategies and Progress**   * CLD worker based in school Mon-Wed to facilitate work placements, alternative accreditation and group work around HWB with targeted learners * Working closely with PTG and PTDYW, early identification of those at risk of disengagement took place. This allowed for targeted interventions to be put in place * Pupil voice ambassadors established. This had limited success due to timetabling constraints and staff availability although a one-off event was more successful * Enhanced attendance tracking procedures established * Bespoke supported study programmes e.g. Tuesday evenings school open for S4/5 from 4pm until 9pm   **Impact**   * Breakfast Study Clubs very successful and well attended. These ran from 8am every morning and by 20+ senior pupils engaged. A number of these were borderline 5+/3+ Highers who were supported to continue on this pathway * Increase in attendance for targeted group e.g. learner A had 0% attendance in October but through outreach work was gradually encouraged to return to school and work with staff in the Hub. Before lockdown he was attending five subject areas regularly * A number of successful HWB and short, medium and long term interventions were developed including an S3 Girls group focusing on self esteem and Hub staff delivering the N3 wellbeing award in conjunction with the PE department * All S4 pupils gained a literacy and numeracy qualification due to the enhanced tracking of targeted learners * Hub resource is well utilised by staff across the school as an alternative learning environment where pupils can receive one to one tuition and HWB support to enable them to return to a more traditional classroom environment |

|  |
| --- |
| **Response to Covid-19 Lockdown closure – March 2020 – June 2020** |
| Response to lockdown was swift and has evolved over time. Key areas include:   1. Continuity of Learning: development of Teams – quality and quantity of resources to ensure consolidation of learning, staff grew in confidence and moved onto the delivery of online lessons. New classes established when TT changed, and pupils transitioned smoothly into next levels. Learners also provided with paper resources delivered to their doors, stationery etc. 2. Digital Equity: those with our provision quickly identified by Guidance Team and through authority survey. 28 laptops given to families through Belville Trust and Barnardo’s. 3. Practical Support: initially supported some families with food parcels etc.18 staff volunteered to work in childcare hub. Once school buildings re-opened, a number of more vulnerable learners came into SSHS to meet with PTG/SfL staff. Weekly updates from Barnardo’s and PTGs and HSLW in regular contact with vulnerable families. 4. SQA: estimate procedures robust and rigorous to ensure accuracy and fairness. School has a narrative for every pupil at every level/subject. PTs engaged fully with process. 5. Quality Assurance: regular reports from PTs on pupil engagement with Teams work. Referral process to PTG/DHT and contact made with parents. Staff meetings continued on Teams and WebEx, weekly feedback from PTs, remote meetings with parent council 6. Transitions: PT DYW continued to work remotely with school leavers to ensure positive destinations, support applications and interviews for college, apprenticeships etc.112 out of 116 P7s attended transition days and enhanced programme delivered over 2 days last week of term. Webinar for P7 Parents held on Tuesday 23rd June. 7. Staff back in school from 8th June to prepare physical layouts for school re-opening. Parental survey to support this process. Letters issued re. groupings for (now contingency) blended learning approach |

**Autumn term recovery plan**

**PRIORITY 1: Health and Wellbeing**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
| * Risk Assessments and Hygiene protocols for planned re-opening of school * Establish a school Health and Safety working group which includes TU reps * Campus HT meetings to plan practical steps for re-opening of 3 Campus schools | **S** | **O** | **N** | SLT  PTs  Campus HTs  Janitorial staff  School H&S group | August 2020 | Technical Services  P Ramsay  Facilities Management | PPE  Cleaning and sanitising materials  Signage |
| * Hub remit to focus on supporting more vulnerable learners back into the routine of school |  |  |  | MP & Hub staff  PTGs  HSLW | September 2020 | Barnardo’s  HSCP  Parents | PEF |
| * Mental health support – staff and pupils * Partnership approach with SCHS |  |  |  | SLT  TM  JPF | Ongoing | SAC  Ed Psych | Funding from SAC to train peer mentors through TeachMindset |
|  |  |  |
| * HWB Tracking periods |  |  |  | SLT | August 2020 | N/A | School Reporting and Assessment Calendar |
| * Outdoor learning and community memorial garden in campus |  |  |  | Hub staff  Partners | Ongoing | RHS | Gardening equipment  Staff CPD |

**PRIORITY 2: Equity**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
| * Digital access and equity to ensure no young person is disadvantaged because of a lack of provision | **S** | **O** | **N** | PTGs  NG  PT RA | By October 2020 | NG  Barnardo’s Belville | Laptops  Home broadband access |
|  |  |  |
| * Improve digital literacy via a blended learning and teaching model including parental support/workshops |  |  |  | PT RA  PT ICT | Ongoing | WB  NG | Time for staff and parent training |

**PRIORITY 3: Continuity of Learning**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
| * Staffing –appointment of PT RA and DHT through PEF | **S** | **O** | **N** | SLT | August 2020 | N/A | N/A |
|  |  |  |
| * Teams to continue and developed by Digital Literacy Group (DLG) * Establish training and implementation of ClickView |  |  |  | DLR  PTs | Ongoing | WB | Staff CLPL |
| * Tracking, monitoring and assessment – new SP tracking system implemented |  |  |  | PT RA  DHT (PEF) | By October 2020 | N/A | N/A |
| * Programme of enhanced supported study |  |  |  | DHT (PEF)  Hub team  PTCs  PT DYW | Ongoing | SAC | Funding for study residential |
| * Tracking of 2020 leavers’ destinations |  |  |  | PT DYW  PTGs | Ongoing | MCMC  SDS  NG | Termly partnership meetings |