



Driving Equity and Excellence

Improvement Checkpoints and Reports

Session 2020-21

School:	Cardinal Newman High School
Cluster:	Cardinal Newman High School

Guidance on completing the School/Centre Improvement Report

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by *How Good is our School? 4th edition (HGIOS?4)* and/or *How Good is our Early Learning and Childcare? (HGOELC?)*. It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's priorities for Education and Families.

The report should be written using evaluative language.

The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

The National Improvement Framework's 4 key priorities are:

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

The 6 key drivers of improvement identified by the NIF are:

- School leadership*
- Teacher professionalism*
- Parental engagement*
- Assessment of children's progress*
- School improvement*
- Performance information*

North Lanarkshire's Education and Families' priorities are:

- Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*
- Equity: closing the attainment gap between the most and least disadvantaged children and young people*
- Health and Wellbeing: Improvement in children's and young people's health and wellbeing with a focus on mental health and wellbeing*
- Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*
- Vulnerable Groups: Improved outcomes for vulnerable groups*

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people Improved outcomes for vulnerable groups 	<ol style="list-style-type: none"> Early intervention and prevention Social and emotional wellbeing Promoting healthy lifestyles Targeted approaches to literacy and numeracy Promoting a high quality learning experience Differentiated support Using evidence and data Employability and skills development Engaging beyond the school Partnership working Professional learning and leadership Research and evaluation to monitor impact 	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing; and Improvement in employability skills and sustained, positive school leaver destinations for all young people

<p><i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p>	Developing in Faith Themes	<p><i>All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i></p> <p><i>The articles can be found here.</i></p>
	1. Honouring Jesus Christ as the Way, the Truth and the Life	
	2. Developing as a community of faith and learning	
	3. Promoting Gospel Values	
	4. Celebrating and Worshiping	
	5. Serving the common good.	



Cluster Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.

Cluster priority: Improve outcomes for children via implementation of the GIRFEC Pathway; and the establishment of Integrated Cluster Wellbeing Teams and Bases.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
3	1,2,3,4	3	1.3, 2.4, 3.1, 3.2	1,2,4,5,6,7,9,10, 11,12	3,5	Articles 12 & 24

Evaluative Statement & Actual Impact/Evidence (August 2021)

- Clear vision for cluster working established.**

2020/21 Cluster chair led sessions involving all key cluster stakeholders and the integrated wellbeing team. Cluster protocols established, agreed and in place. All cluster stakeholders shared evaluations. From the start of the session all staff participated in GIRFEC refresh training sessions on INSET days, enhancing their knowledge and understanding and developing confidence in the use of the approaches within the GIRFEC pathway. Staff are now applying this to enhance classroom practice.

- All relevant practitioners in the cluster schools are now familiar with the GIRFEC refresh to ensure:**

- (i) identification
- (ii) assessment
- (iii) planning
- (iv) effective implementation of interventions for children and young people who need them.

Staff training on GIRFEC refresh (including the revised Support Around the School model) delivered on INSET Days.

- Revised Support Around the School system implemented**

Cluster wellbeing team established. A wellbeing annex has been identified at St John Paul II which will serve as an integrated wellbeing base next session. Training for the team planned and delivered. Team is effectively supporting children and families.

- Integrated Cluster Wellbeing Base partially formed and providing support to children and their families**

Following rigorous assessment within all cluster establishments using the HWB assessment tool an equitable system was agreed to allocate cluster support based on evidenced need monitored

by CIIL. This has proved to be an effective approach to meeting learner need equitably across the cluster and has formed a robust base for future allocations.

Using a collaborative approach between education and SWD the most vulnerable families within the cluster were identified and discussed at the integrated wellbeing meetings with support agreed and actions moving forward. When we moved to a further period of school closure in January 2021 the adaptability of this model was exemplified by its timeous adaptation to a robust platform with clear focus on our most vulnerable children across the cluster. We were able to move swiftly from larger numbers of cases to core need following multi agency in depth discussion. This enabled us to drill down into key cases to ensure our most vulnerable children were supported by the most relevant agencies.

Post school closure we evaluated the process and identified best practice which will include a continued focus on the most vulnerable children and families and also employing a themed approach to help focus on emerging issues across the cluster.

Exceptional cases can be discussed through this forum which will meet on a monthly basis.

Work has been undertaken on the physical aspects of the base(s) and progress made. Longer term there is still work to be done as regards the proposed base in Cardinal Newman High School. Children and their families are not as yet accessing the base and receiving appropriate support as identified via the GIRFEC pathway in the way envisaged – due to COVID19. Further progress will be made in session 2021/22 as health restrictions ease and access to the facility is permitted.

All establishments in the cluster are supporting families experiencing poverty via a robust 'Poverty Proofing Our School/ Centre' policy. By February 2021 all schools within the cluster had completed and submitted their Poverty Proofing Our School policy in partnership with their individual learning community. These were collated with one overarching cluster statement to demonstrate how needs were being met within the cluster as a whole.

- Cluster based moderation with a focus on literacy (writing).
- Transition programme delivered by CNHS with all cluster primary schools.

Next Steps:

We will now continue to build on the strong professional relationships that have been developed across the cluster as we embed this new working model. We will agree a timeline for next session's meetings and the thematic structure within this to ensure a strategic approach to supporting children and families across the cluster.

We will continue to develop our processes for identification of children in need of support and work in professional partnership with our cluster support teachers. We will aim to use their skill base flexibly to ensure maximum impact from their input for our most vulnerable young people.

Further develop our Literacy and Numeracy Cluster Moderation Groups. Staff from across the cluster will be working together to ensure effective progression and numeracy pathways for all young people transferring from primary to secondary.

Continue to develop our focus on improving attainment in literacy and numeracy through the transitions programme.

We aim to develop further our approaches on sharing data across the cluster which will help identify young people who are not achieving as they should in numeracy and literacy as early as possible and provide the necessary support.

Secondary English colleagues worked 2 hours per week at each of our associated primaries with staff and children; developing common approaches to pedagogy to ensure progression in literacy. (This was in place until postponed due to Covid. We plan to resume when possible.)

Resume our Science Ambassadors plan, delivering STEM lessons to our cluster P7 pupils.

Continue and develop Numeracy Project for P7 pupils, developing confidence in young people in using numeracy skills.

School Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g. staffing changes/Issues); and outcomes from authority review/inspection etc.

Cardinal Newman High School is a denominational school with a roll of 927. We have four associated primary schools. 18% of students are registered for free school meal entitlement. 49% of learners are in SIMD 1-2.

The school has 3 Depute Head Teachers, 4 Principal Teachers of Pupil Support, 7 Principal Teachers Curriculum, 1 Principal Teacher Support for Learning, and a total FTE allocation of 65.48 teachers for session 2021/22. The PEF team last session (2020/21) consisted of one Depute Head Teacher and five principal teachers.

In Cardinal Newman High School our focus is on more than academic success – important though that is. Academic excellence is a hallmark of Catholic education. We provide all young people with opportunities to expand their knowledge, explore their passions, create community, strengthen their sense of self and come to know God. Our young people benefit from an education that develops all of the physical, emotional, social and spiritual qualities integral to human health and happiness. Our school chaplain Fr. Paul Denney provides spiritual support for young people and staff. Fr. Denney encourages and supports staff and young people to live the faith. He is visible and approachable and takes time to get to know our young people individually through his programme of classroom visits and masses, and the regular celebration of the sacraments in school. Clergy from the local parishes also provide excellent spiritual support and help us to celebrate the major feasts and seasons of the Church. A key part of our role as a Catholic school is to support students to become religiously literate individuals in an increasingly secular society, whilst also offering them opportunities to discuss the Gospel to deepen their relationship with God and each other. Our RE department is at the centre of the school mission to provide an excellent Catholic education for all our young people that enables them to respond to the call of Christ in their lives. The Religious Education department makes a major contribution to the wider chaplaincy function of the school although responsibility for chaplaincy is collectively assumed by the whole staff.

Throughout the COVID19 health pandemic and prolonged periods of school closure, the school continued to communicate very well with young people, parents and the wider community. We provided regular parent and carer updates, continually updated the school website and made very good and innovative use of Microsoft Teams and Twitter. Departments use Twitter accounts to communicate with parents and the wider community to highlight good practice and to celebrate success.

Teachers across all faculties plan and deliver a wide range of extracurricular and out of school activities to support teaching and learning and to engage young people and families. Teachers plan and lead educational visits and excursions nationally and abroad. The school has a highly successful performing arts faculty that delivers a range of concerts and other events during the session as well as an end of term school show. Teachers in the HWB faculty are proactive in seeking out excellent opportunities to enhance the curriculum offer for young people, to improve their health and wellbeing and provide a broad range of extracurricular activities where groups of young people and individuals experience notable success. Departmental leaders and staff across the school are proactive and focused on taking forward our school

improvement agenda. Departments plan and agree an annual improvement action plan reflecting school and national improvement priorities.

Our staff is highly committed to the young people in our school and are proactive in seeking out and attending relevant professional learning opportunities. Our teachers are generous with their skills and time and support one another to improve pedagogy and professional capacity across faculties. Since March 2020 all teachers have worked tirelessly to improve their digital skills and knowledge to deliver effective teaching and learning and to ensure improved outcomes and success for all young people.

Our Principal Teachers of Pupil Support and Support for Learning know our children and their families very well. They work collaboratively with a range of partners to provide the very best support possible for all of our young people. Last session colleagues worked tirelessly to mitigate the effects of the health pandemic on young people and their families. They maintained close relationships and contact with young people and their families throughout school closures and, as a result we were able to continue to provide the high level of pastoral support and care we aim to provide every year.

We work very effectively with our cluster schools to ensure young people are supported at transition and targeted young people receive the enhanced support they need. Teachers across the cluster are working collaboratively to improve numeracy and literacy and on the exchange of relevant data and information to ensure that young people are supported according to their needs.

We have a supportive and dedicated Parent Council that provides an effective vehicle for enhancing partnerships with our wider parent forum. We continued to meet with parents remotely throughout the pandemic and to seek their views. Parents were overwhelmingly supportive and appreciative of the work the school was doing last session to support their children. We have collated the views and opinions of parents through online surveys and questionnaires. We have analysed responses and will be using that data for school improvement and planning next session. We very much look forward to welcoming parents and the wider community back into school as soon as guidance permits in session 2021/22.

Catholic education is unique because it prioritises community. When there is a culture of community around the school, children feel more positive, supported, and confident in their ability to achieve and excel. The school has an excellent reputation in the local community. The community is very proud of the school and the work we do not only to support young people but across a range of events and activities which foster good relationships within our community and beyond. The school as a community and individual colleagues worked tirelessly last session to effectively and practically support our most vulnerable young people and their families. This included measures to support families during school closures including through our own HWB Hub, the provision of ICT resources and connectivity, good mental health support and other HWB interventions, and a range of practical and financial support to assist families experiencing difficulties related to the health pandemic.

Cardinal Newman High School is attended by an amazing group of young people. They are well behaved and respectful. They enjoy excellent relationships with their teachers and their peers. They work hard and perform very well in national examinations and across a range of other performance measures, notably sustained positive leaver destinations. Our young people are informed and very aware of their environment and other factors which impact on them and others. They are proactive in supporting good causes and charities. Our young people are reflective, and contribute thoughtfully to whole school improvement priorities.

Our normal school and partnership activities have been affected by the COVID19 health pandemic and school closures. Our school session 2021/22 school and departmental improvement action plans will have a focus on COVID 19 recovery plans, adopting and

adapting lessons learned during lockdown particularly as regards digital learning and next steps, and continuing our programme of effective support for the most vulnerable in our school community – with the ultimate goal of raising attainment and achievement for all.

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities.

It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.

School Priority 1: Raising attainment and achievement for all young people

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1	1, 2, 3,4,5,6	1, 2	1.1, 1.2, 1.3, 2.2, 2.3, 2.7, 3.2	1,2,3,4,5	1,2,3	Articles 29 & 31 :

Evaluative Statement & Actual Impact/Evidence (August 2021)

- **Whole school review of the current BGE and Senior Phase curricular provision.**

A recent review of the curriculum as well as a change to the structure of the school day provides the background to this improvement aim. A new 32 period common school day is to be implemented in our school in line with the other local authority secondary schools from August 2021.

The rationale for the new BGE curriculum framework is currently being finalised. The overall aim is that changes will improve progression, offer further flexible pathways and continue to raise attainment. The rationale has been developed with staff, parents, carers, local partners and young people although further consultation and agreement is required from August 2021.

Young people from S1 to S3 will experience learning across all eight curriculum areas. Our courses are designed using the experiences and outcomes of CfE. There is a clear focus on literacy, numeracy, health and well-being.

Pupils will follow a common curriculum in S1 and S2 designed to give experiences in all subjects they can select from in S3/Senior Phase. At the end of S2, young people will make choices for specialisation in S3. All young people will receive their full entitlement to a BGE until the end of S3.

In senior phase the curriculum model was agreed at a local authority level involving all 23 secondary schools.

Next session senior phase students will have access to a broader range of appropriate courses, qualifications and experiences. Some subject departments have identified and developed new courses for young people in senior phase. We are committed to increasing the range of courses and diversity of learning pathways for young people moving through the senior phase.

- **Involve young people and teachers and other partners in the self-evaluation**

activities.

- We involved young people, parents, teachers and partners in an evaluation of our online and digital learning programme from March 2020. We established a digital learning group to drive forward our digital learning aims and priorities. The digital learning group will use the results of the surveys and questionnaires and focus group discussions to identify and progress priorities next session.

Class teachers, principal teachers of pupil and learning support and school senior leaders had daily contact with all young people. We took their views and comments [and those of parents and carers] on board to constantly adapt and improve our online learning model last session.

We continued to involve young people and teachers in self-evaluation activities using Microsoft Teams and Forms. We will use the results to identify improvement aims and priorities.

We have just completed a Strengths and Difficulties Questionnaire involving all young people in all year groups. We will use the published results and data analysis to inform next steps next session.

- **Improved attainment and achievement figures across a range of measures including SQA data.**

We worked very hard last year to continue to deliver effective in school learning and teaching throughout the pandemic and during school closures for all young people and for young people affected by COVID19 and periods of self-isolation - whilst implementing COVID19 measures and mitigations. Our SQA Coordinator worked all session with principal teachers and subject teachers and with colleagues across the local authority to plan, agree and implement the successful Cardinal Newman High School SQA Alternative Certification Model (ACM) in line with NLC ACM. The work carried out by SQA Coordinator and subject teachers ensured that all young people in Cardinal Newman High School received national qualifications that were robust, fair in all the circumstances and were based on demonstrated achievement.

Cardinal Newman High School is focused on achieving year on year improvements in national qualifications. Our SQA attainment data this year is in line with our aims and accurately reflects our tracking, monitoring and reporting data.

S4 N5 Awards	August 2021
1+	83.7%
2+	77.3%
3+	70.9%
4+	55.2%
5+	44.8%

S5 H Awards	August 2021
1+	64.0%
2+	52.3%
3+	34.3%
4+	19.8%
5+	12.2%

S6 H Awards	August 2021
1+	59.3%
2+	54.8%
3+	47.5%
4+	41.8%
5+	32.8%

- **Improved stay on rates.**

The stay on rates for senior phase pupils in session 2021/22 is unknown at present. It remains to be seen what the effect of COVID19 on stay on rates will be, but we will be encouraging young people to remain in school if this is the right option for them. We will achieve improved stay on rates by:

- (i) Providing enhanced vocational education - strengthening partnerships between the school, colleges and local employers.
- (ii) Formalising work experience for all young people in senior phase.
- (iii) Continue the ongoing work on Developing the Young Workforce, including qualifications and courses (Foundation Apprenticeships, National Progression Award [NPA] Enterprise and Employability).
- (iv) Our school works well with New College Lanarkshire, to ensure a range of Foundation Apprenticeships (FA) are being offered to young people. Where specialist vocational areas are identified by individual young people, guidance staff work hard to ensure that a personalised curriculum can be arranged. We will develop this approach further.
- (v) Staff in curriculum areas making useful links between their classroom teaching and employability or career opportunities.
- (vi) Widening our range of achievement opportunities for young people in senior phase, for example, the Caritas Award and Mentors in Violence Prevention (MVP) which broadens their learning.

- **Improve literacy and numeracy provision in the BGE including improved reading skills.**

Approaches are in place for early identification of students who have difficulty with literacy or numeracy. Catch Up Numeracy and Literacy programmes in place.

Reading for pleasure programme in place. Lunchtime Reading Clubs established and will resume in session 2021/22.

The Literacy Working Group continues to develop effective approaches to literacy across the school. The group is now working to fully embed our Literacy across the Curriculum Policy to reflect good practice, raise awareness and effective use of benchmarks, and to raise attainment in literacy and comprehension.

- **Data / Further develop the confidence of all staff in using data to analyse progress and identify target groups and individuals for intervention and support.**

PEF PT (Data) constantly reviews and updates the range of data we currently gather for improvement planning and to identify areas of focus related to attainment and achievement. PEF PT (Data) has developed our CNHS toolkit to provide teachers with detailed analysis of individual, year group, and whole school attainment and achievement. This is used by all staff to identify individual and groups of young people for support and interventions. All staff are now using and analysing data to inform planning. Improvements were carried out last session to include additional COVID19 related measures.

- Assessment & Moderation**

We provided additional time in the school assessment calendar and in WTA to allow departments to gather evidence for SQA and other national qualifications. DHT (S5/6) worked closely with subject departments to plan and publish assessment and evidence gathering calendars which supported our ACM.

We provided teachers with clear instructions and support on types of evidence to be gathered, assessment and moderation procedures to be used in the absence of national examination diet. (See comments above on work carried out by DHT (SQA Coordinator) in relation to CNHS ACM 2021).

Teachers have generated reliable, moderated folios of evidence/assessments for every child in senior phase which accurately reflect their performance in N5/H/AH.

- Raising attainment as part of our Faith Mission.**

We are continuing to develop opportunities for young people to achieve national qualifications and other certification: National 4 RMPS; Caritas Award; Higher RMPS etc. All successful Caritas candidates meet the assessment criteria for the SQA Award Religion, Belief & Values Award Level 5 with an opportunity to progress to level 6.

Next Steps:

In session 2021/22 we will carry out a review of the Senior Phase Curriculum to ensure effective progression and learner pathways for all young people including additional courses and the provision of alternative and vocational educational opportunities.

We will finalise the review of the BGE Curriculum in session 2021/22 including further consultation with teachers, young people and parents.

We will carry out an audit and mapping exercise of curriculum entitlements including; DYW; STEM; Outdoor Learning; Sustainability; IDL and take steps to ensure that these are embedded in the work of the school.

Future Fridays – ensure that our planning next session includes opportunities for young people to attain and achieve.

Continue to identify and deliver appropriate CLPL for all staff which leads to increased attainment and achievement for all young people in Cardinal Newman High School.

School priority 2: Improving the health and wellbeing of staff, young people and their families						
NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
3	1,2,3,4,	3	2.1,2.2,2.4,2.5,2.6,2.7, 3.1, 3.2	1,2,3,5,9,10,11,12	3,5	2,3,6,23,24,29

Evaluative Statement & Actual Impact/Evidence August 2021

- Getting It Right For Every Child (GIRFEC) in Cardinal Newman High School.**

DHT (PEF) the PEF Team and colleagues have developed a CNHS HWB Tracking tool. We are taking steps to evaluate the quality of provision of our HWB programmes and the impact of interventions on individual and groups of young people – through the gathering and analysis of data and other evidence.

We have enhanced staff knowledge and understanding of mental health, equality and diversity issues and we support staff in addressing the effects through professional learning and other HWB events.

We are more effective and proactive in signposting pupils and families to tailored resources to encourage positive mental health and work with a range of partners to deliver school based counselling and other interventions. We continued this work throughout all of last session and took steps to deliver our programme of support including in the CNHS HWB Hub and remotely.

- Continue to identify what constitutes the 'attainment gap' in all subject areas and take action to close gaps.**

All PT's and teachers are now confidently using INSIGHT, SEEMIS, NLC What's the Story, and other data to identify any gaps in attainment and achievement in their subject areas and to plan next steps.

We hold regular attainment meetings at departmental level, and with HT/DHT Link / PTs where we drill down on departmental and individual pupil performance and agree next steps.

Teachers have tracking meetings [as per WTA reporting calendar] with pupils and identify and agree areas for improvement and consolidation. Next session there is a calendar of HT/DHT/PT/PTPS meetings to review tracking and full reports to identify group and individual attainment gaps and to agree next steps.

We are becoming more effective at supporting students who have behavioural or emotional barriers to access and make progress in their learning. We have reviewed procedures for ensuring that vulnerable students who experience ACEs or have other barriers to learning are able to achieve and attain across the school.

We provide [and staff are proactive in identifying] good CLP opportunities and staff training events aimed at closing the attainment gap. This has been a focus on INSET Days.

We have a comprehensive programme of supports and interventions in place to ensure that our young people whatever their background are able to learn and access the full curriculum. (SEE SAC/PEF Report). We have data that shows increased engagement of vulnerable pupils previously identified as having significant barriers to learning due to behaviour.

A focus of our SAC/PEF programmes to close the attainment gap has been to carry out baseline evaluations (numeracy, literacy, HWB) with students and staff involved to allow us to measure progress and impact.

We have invested school resources, including the provision of specialist staff and partners, to provide additional support for teachers and young people to close the attainment gap.

- **Improved Mental Health (and wellbeing) for all members of the school community, staff and young people.**

Next session we will work closely with the Virtual Schools coordinator to meet specific needs of our LAAC students. This was an improvement aim last session but we were unable to make the progress we had planned.

DHT (S5/6) and senior phase pupils have jointly planned a Senior Pupil Mentoring Group to play a significant role in providing support outside the classroom to develop confidence and resilience among younger students. We planned to roll this out last session but were unable to due to health guidance. We will review and launch in session 2021/22.

DHT (PEF/SAC) and The PEF/HWB Team are working hard to Create a Positive Mental Health Narrative and a Wellness Action Plan which includes carrying out an audit of our current provision. This work will carry on next session when the audit and plan will be completed and published.

We have become more confident in identifying and using a range of supports and strategies to support young people and colleagues including; Solihull, Seasons for Growth, Youth Counselling Service, Breakfast Clubs, CAMHS, CNHS PSHE programme, CNHS Poverty Proofing Policy; SWD, Psychological Services, Community Police, NHS, etc.

- **Improving Wellbeing through our Faith Mission.**

We are developing emotional and social support for young people and staff through whole school commitment and contribution to:

- (i) Mass and the Sacraments
- (ii) Staff and pupil retreats and opportunities for reflection
- (iii) Whole school time for prayer
- (iv) S6 Servant Leadership Programme
- (v) Caritas Commissioning Service & Final Award Ceremony

Next Steps:

Next session we will continue to develop school approaches which address the key barriers to attainment including attendance, punctuality, engagement, and participation.

We will work with partner agencies and third sector organisations to improve mental health and wellbeing for the whole school community.

Take positive steps to increase the engagement of a wider range of students in the life of school including providing meaningful opportunities for young people to express their views and to have those views put into practice – in line with UNCRC Article 12.

DHT (PEF) and the PEF Team will develop our CNHS Future Fridays Programme. We have ambitious plans for our Future Fridays Programme. We will provide young people with

opportunities for attainment and achievement, to develop their work skills, and which will deliver improved health and wellbeing outcomes. There will also be opportunities for young people to volunteer and to take part in community and leadership projects and programmes.

We will improve the health and wellbeing of all young people by continuing to adapt our PSHE programme to include inserts and opportunities which meet this improvement aim. Next session we will roll out the See Me programme across the school. We will insert Safe Talk into PSHE programme for all senior phase pupils.

We will improve the health and wellbeing of all young people [and staff] by ensuring all young people receive their curricular entitlements including outdoor learning, learning for sustainability and through IDL. We will be carrying out an audit and action plan next session to ensure that these curricular entitlements are being delivered effectively.

Create CNHS Staff HWB plan. We will work with colleagues and professional associations to plan and publish the plan. The plan will include a focus on good self-care and will signpost how, and where colleagues can access support and resources.

We will continue to invest in staff professional learning to ensure that we continue to develop the CNHS workforce which is rightly recognised as skilled and confident, and which meets all of the professional standards set out by GTCS. We will develop the capacity of staff to support vulnerable groups of young people including young people at risk of suicide.

School Priority 3: Cardinal Newman High School Digital Learning Plan

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1,2,3,4	2,3,4,5	1,2,4,5		5,6,8		

Evaluative Statement & Actual Impact/Evidence (August 2021)

Cardinal Newman High School Digital / Online Learning Plan 2020/21

- Robust arrangements are in place to support continued learning for children who are unable to attend school.**

PT PEF (Digital Learning) who is also our digital champion and colleagues in the digital learning team were key to the success of our digital / online learning programme over the past 18 months.

PT PEF and Digital Learning team provided professional learning opportunities and training for colleagues. All departments/faculties are now successfully using Microsoft Teams. Staff are also using Insights.

Young people were issued with usernames and passwords to access online learning prior to school closures. We made sure all children had equity of access to remote learning experiences and equity of access to technology and connectivity. We kept in touch throughout school closures.

We promoted and familiarised young people, parents and staff with Microsoft Teams and NLC Digital School. We signposted other [digital] resources.

Departments produced a range of differentiated materials in various formats for learning at home and to support online learning.

DHTs (senior phase) prepared a very successful online learning timetable which supported parents to support their children and provided structure and purpose to the school day. This contributed to keeping young people safe, engaged and achieving during school closures.

Teachers provided regular feedback and next steps to parents [and young people] on the online teaching and learning.

We involved staff, learners and parents in the evaluation of our digital/online learning programme.

PTs PEF (Data and Digital Learning) produced weekly reports on pupil engagement with their online learning and we shared this information with parents and carers where appropriate.

We recognised the achievements and successes of young people as part of the online learning programme and we celebrated this success publicly and with parents and carers.

- Departments to establish materials which support parents with learning at home.**

Digital Learning Team and subject departments made these materials available to parents on Microsoft Teams and the school website.

We sent clear and regular communications to parents setting out our digital / online learning programme and available additional supports.

Next Steps:

PTs PEF (Data and Digital Learning) will lead the digital learning plan.

We will develop and publish the CNHS Digital Learning Programme. The Digital Learning Programme will include:

- (i) A strategic whole school overview of digital platforms and their use across stages/subjects.
- (ii) Effective approaches to digital online learning.
- (iii) A CNHS digital learning pathway including a whole school plan for digital home learning.
- (iv) How we will embed digital learning experiences across the curriculum.
- (v) How we will develop staff digital knowledge and skills and confidence in using digital technology.
- (vi) How we will use digital tools for the assessment of learning.
- (vii) Approaches to evaluate and track learner progress using digital platforms and

learning.

We will launch a CNHS Parents Portal next session (including a facility for parents to be alerted to due assignments and homework)

Review and update school website, ensuring digital learning overview and links displayed.

Provide effective digital learning CLPL for all staff.

Increased opportunities for faith-based pupil leadership using digital learning:

Caritas pupils will create digital learning resources for use with associated primary schools with themes of prayer, Our School Patron, Advent, Easter & sacramental preparation.

We will meet the standard for Digital Schools Awards and for Cyber Security & Internet Resilience Digital Schools Award.

We will continue to invest in ICT equipment across the school.

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or planning cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

- Complete BGE Curriculum Review
- Carry out Senior Phase Curriculum Review
- Audit of Curricular Entitlements [and next steps] including Outdoor Learning, Learning for Sustainability, IDL
- Plan and Publish CNHS Digital Learning Programme
- Plan and Deliver CNHS Future Fridays Programme
- Empowerment of Parents and Young People

What is our capacity for continuous improvement?

This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:

- *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
- *staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process*
- *the effectiveness of arrangements to monitor and track progress using a range of data and information*

- *evidence of the impact of improvement planning on learners' successes and achievements*
- Whilst some staff, pupils, parents and partners are involved in improving the life and work of the school, we need to work harder to ensure that all staff, young people and parents have meaningful opportunities to contribute and to have their views taken into account. We have made progress in this area – but there is work still to be done.
- We will continue to develop our school approaches to ensure staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities. School leaders support reflection by individuals, groups of staff, and with partners across our learning community. Next session we will aim to increase the range and ability of stakeholders to contribute effectively to our school improvement processes. This includes young people, parents and partners.
- Through regular discussions and whole school events, the school community has a shared understanding of the school's strengths and improvement needs. We have developed effective mechanisms to consult with stakeholders and can show how their views inform change and improvement. In particular next session we will be using lessons learned from last session, the effects of the COVID19 pandemic, and the results of questionnaires, surveys and focus groups to inform our work on school action plan priorities 2 and 3.
- Next session the School Improvement and Self-Evaluation Group, the Digital Learning Team and the HWB Team will have a major role to play in taking forward the 3 main aims of the school action plan. Part of their work will be to actively involve/consult all stakeholders.
- Pupil Voice is a strong feature of our approach to self-evaluation and continuous improvement. We will use UNCRC Article 12 and the COP26 Conference in Glasgow as impetus to do even better in this area next session.
- We are very effective in the **analysis and evaluation of intelligence and data** to plan next steps. This is a particular strength of the school and all staff. We gather a range of data and information to **monitor and track progress for all learners**. Our tracking and reporting data is highly accurate and leads to very effective next steps planning for young people.
- We **actively seek out and share good practice** within and beyond the school and can demonstrate improvement as a result.
- Staff undertake professional learning and training as a result of our whole school and individual self-evaluation activities.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	4	4
2.3 Learning, teaching and assessment	4	4
3.1 Ensuring wellbeing, equity	5	4

and inclusion		
3.2 Raising attainment and achievement	4	4

Empowerment

Choose an aspect of empowerment (curriculum, improvement activities, parental and community engagement, pupil participation) and write a statement about how this has developed over the course of this session.

Empowerment – Parental and Pupil Participation.

Despite a global health pandemic and prolonged periods of school closure we still managed to involve young people and parents in decision making most notably in our online learning programme.

Our parents instinctively trust us to do the right things for their children.

We need to move beyond asking parents for “approval” of what we are doing to a system where we actively involve them in decision making.

We have a Parent Council and Forum who are willing to help us improve the work of the school and we need to make the most of this.

Next session we will show parents how their views over the past 18 months have influenced what we have done, particularly around developing and evaluating our school curriculum.

We are launching a Parents Portal in session 2021/22.

From next session we will involve parents more actively in decision-making around how funding is spent.

As regards young people they are increasingly taking responsibility for their own learning.

Next session we will increase the range of leadership opportunities outside the classroom and more opportunities for personal achievement. This will be a key theme of our Future Fridays Programme.

The BGE curriculum review we carried out this session will allow more meaningful personalisation and choice for young people from next session.

Work remains to be done around involving young people actively in school improvement, curriculum design and evaluation, self-evaluation for school improvement and the designation and allocation of school resources.

SAC/ PEF CHECKPOINT 2: MAY 2021

Intervention	Impact	Evidence
	<p>Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.</p>	<p>Please indicate what evidence you have collected</p>
Staffing	<p>DHT PEF 0.6 FTE DHT PEF 0.6FTE (August 2020 – November 2020) PT PEF Data 1.0FTE PT PEF Digital / Online Learning 1.0FTE PT PEF Mental Health and Wellbeing 0.6FTE PT PEF GIRFEC/Nurture 1.0FTE PT PEF STEM/DYW 1.0FTE SAC Teacher Literacy and Numeracy 0.4FTE SAC Teacher Nurture 0.8FTE</p>	<p>Effective planning, coordination, leadership and evaluation of all PEF / SAC programmes and interventions in place.</p>
<p>DHTs PEF (2x 0.6FTE) To provide effective coordination and leadership of all interventions led by PTs PEF and SAC teachers.</p>	<p>Working across the whole school and specifically with English, Maths, Pupil Support and Support to identify gaps and supports to close gaps. Providing leadership and support to SAC/PEF colleagues. Analysis of data to identify next steps. Putting next steps into action.</p>	<p>Range of data recorded and analysis available for next steps, including YARC, Single Word Reading test, ACEL data etc.</p>
SAC Teacher Numeracy and Literacy (1x 0.4FTE)		
<p>Establish level of need (Numeracy) IDL Literacy & Numeracy online intervention programme. SUMDOG numeracy and literacy online intervention programme.</p>	<p>MALT testing – SAC Teacher has been testing individuals with numeracy difficulties. Our plan if possible is to test the whole of S1 at the end of this academic year when they have covered all of the topics in the Age 12 MALT test. Dyscalculia Testing – baseline testing to establish numeracy difficulties and support assessment process completed by the Educational Psychologist. SAC Teacher targeted S1 and S2 ASN pupils to provide online access to accessible literacy & numeracy support which can be tracked online by staff. Logins reminders posted out to ASN parents at the start of January 2021. This allows all S1 to S3 pupils to have access to accessible online literacy and numeracy practice. SAC teacher is supporting ASN pupils to access this more.</p>	<p>This will give all S1 pupils a Maths Age. Allowing us to benchmark, identify interventions to close the numeracy attainment gap, and to measure impact.</p> <p>S1 to S3 pupils have online literacy and numeracy practice.</p> <p>This provides a baseline to measure against when re-testing after the IDL intervention programme has been completed.</p>

<p>Other Numeracy Interventions to close the attainment gap in place in CNHS</p> <p>Staff Training</p>	<p>Logins reminders posted out to ASN parents at the start of January.</p> <p>Individual work with Senior School ASN pupils in Mathematics.</p> <p>Supporting pupils on lower pathway in Mathematics.</p> <p>Identifying and sourcing suitable differentiated numeracy resources for ASN pupils</p> <p>Now used to post home to ASN pupils as a support pack.</p> <p>Number Box IDL Sum Dog Catch-up Numeracy Rigour Maths Scholar</p> <p>Staff attendance at numeracy coaching sessions.</p>	<p>This provides numerical results reading and writing to inform the Educational Psychologists diagnosis process.</p>
<p>Establish level of need Literacy</p>	<p>Single Word Spelling Test (SWST) testing – tested whole of S1 for baseline results to support monitoring and tracking. Results shared with staff on School SAC Spreadsheet.</p> <p>Single Word Reading Test (SWRT) testing – tested whole of S1 for baseline results to support monitoring and tracking. Results shared with staff on School SAC Spreadsheet.</p> <p>YARC testing (York Assessment of Reading Comprehension) – more targeted testing of pupils identified as having a literacy difficulty to assess what interventions are needed.</p> <p>Dyslexia Testing – baseline testing of individual pupils, from parental request, to establish difficulties and support the assessment process completed by the Educational Psychologist.</p> <p>We diagnose 3-4 pupils a year with dyslexia and currently have 26 pupils diagnosed with dyslexia (most diagnosed in primary).</p> <p>Targeted Individuals working with SAC Teacher / ASN pupils on phonics to support literacy.</p>	<p>Provides a whole-school baseline of spelling ages to measure against.</p> <p>This provides a whole-school baseline of reading age to measure against.</p> <p>This provides a baseline to measure against when re-testing after an intervention programme has taken place. Contributes to NLC Literacy Base results for Read Write Inc.</p> <p>This provides numerical results reading and writing to inform the Educational Psychologists diagnosis process.</p> <p>Additional testing of pupils identified as having a literacy difficulty to assess what</p>

	<p>Individual ASN pupils are being given one-to-one consolidation of work with SAC teacher covered in Read Write Inc. where needed.</p> <p>Read Write Inc.: Fresh Start Our SAC teacher is delivering this intensive literacy catch up/intervention programme.</p> <p>SAC teacher is enhancing our RWI digital / online resources by developing materials to teach this online (during current school closure).</p> <p>SAC teacher retesting targeted pupils using YARC at the end of the Read Write Inc. programme to assess if there is any improvement in Reading Age, Reading Rate and Reading Comprehension.</p> <p>SAC teacher is supporting pupils on lower pathway in modern languages – in-class support during lessons.</p> <p>Supporting in class to ensure lesson is accessible to ASN pupils and to close the attainment gap for these pupils.</p> <p>EAL – working with individual pupils on developing language skills.</p> <p>Identifying and sourcing suitable differentiated literacy resources for ASN pupils. Preparing packs of these materials to post home to ASN pupils as a support pack at this time.</p>	<p>interventions are needed to close the literacy attainment gap for these young people.</p> <p>New curriculum model 1+2 languages for all. 32 period week.</p> <p>17 March – Cluster Meeting.</p> <p>ICT investment / Software</p> <p>Impact assessed by ongoing contact with subject teachers re: progress with the language. The NLC EAL Teacher has reported that the pupils' English is improving at a far better rate than prior to this SAC intervention.</p>
<p>Health and Wellbeing Autism Learner Journeys</p>	<p>SAC Teacher - Termly interview with individual Autistic Spectrum Disorder (ASD) pupils (we have 17 ASD pupils in total) identifying strengths, development needs / target-setting and additional supports required for each of their subjects.</p> <p>Parental letter sent initiating communication to encourage parental involvement.</p> <p>Feedback summary of interview provided to parents with response form. Any concerns raised in response form are followed up with a phone call by PT SfL.</p> <p>SAC teacher provided in-service training for ASNAs on use of Teams to facilitate support for ASN pupils to do a weekly check-in online during school closure period.</p>	

	SAC teacher supporting ASN pupils online , posting out support for online learning to parents.	
SAC Teacher Nurture (1x0.8FTE)		
Literacy		
Establishing Level of Need	IDL Testing: SAC Teacher testing targeted young people with reading and spelling.	This has allowed the pupils to undergo the testing in a safe and friendly environment with an adult they feel comfortable and safe with and can feel relaxed about making any mistakes as they do not feel exposed as when they are in a whole class.
EAL	<p>This provides a baseline to measure against when re-testing after the IDL intervention programme has been completed.</p> <p>Additional testing of pupils identified as having a literacy difficulty to assess what interventions are needed to close the literacy attainment gap for these young people.</p> <p>SAC teacher is supporting the work of EAL with senior pupils.</p>	<p>Impact assessed by ongoing contact with subject teachers re: progress with the language.</p> <p>The NLC EAL Teacher has reported that the pupils' English is improving at a far better rate than prior to this SAC intervention.</p>
Health & Wellbeing Establishing level of need	<p>Dyslexia Learner Journeys – SAC Teacher interviewed the recognised group of young people (26 dyslexic pupils), S1 - S6 in Term 1. The second phase of this is scheduled for February 2021, subject to Covid19 measures and guidelines.</p> <p><i>“One of the additional outcomes of this process is the fact that many of these pupils now see me (SAC Teacher) as someone outside of subject who can help them and who they can go to for help with their dyslexia but also in other areas as well. It has been an enriching experience for me as well as them.”</i></p> <p>Attainment Mentoring: <i>“I have been working with several targeted S1 pupils on a range of issues, from anger management to emotional literacy and relationship building all of which are having an effect on attainment. Again here, modelling good relationships with these pupils has been helpful.</i></p> <p><i>We are looking to add a few more pupils to this programme in Term 2, including one pupil in S5</i></p>	The impact may not begin to be seen until we begin the Term 2 journeys. Parental feedback through feedback form, where it has occurred, has been positive and encouraging. Follow up phone call by PT SfL when concerns have been raised.

	<p><i>who is experiencing engagement issues in many of his classes.</i></p> <p><i>Teacher feedback will be regularly sought on levels of engagement / behaviour throughout the process to assess impact. Moving this to online one-to-one meetings or parental phone calls during lockdown."</i></p> <p>S1 Nurture Groups: Three small Nurture Groups, of about 5 pupils each, focusing on emotional literacy and resilience and relationship building to close specific learning gaps for these children. Each group meets twice a week, once at the beginning of the week for a check in as they begin the school week and another at the end of the week to see how it has gone for them.</p>	<p>These have gone well and the pupils are engaged and enjoy coming together to talk. This has continued online on Teams during the lockdown, even though not all pupils have engaged. Anecdotal evidence from parents is good, and a feedback form will be provided at the end of the year.</p>
<p>SAC Teacher Languages for All (From January 2021)</p> <p><i>"Modern Languages For All"</i> - Development of differentiated materials and other ML resources to support pupils from SIMD 1-2 and of all abilities to fully access the modern languages curriculum and to benefit from 2:1 Modern Language Programme.</p> <p>Develop vocational aspect (DYW) related to modern languages.</p> <p>Invest in more digital access.</p>	<p>Differentiated materials for all abilities and topics being developed.</p> <p>Targeted young people working for part of the course in smaller groups with intensive support.</p> <p>Develop materials for and offer additional ML qualification for targeted children to achieve success in modern language.</p> <p>Enhance our Modern Languages resources by developing materials to teach French and Spanish online to various year groups by doing voice recordings, sourcing video clips, producing PowerPoints, etc.</p> <p>Develop differentiated Modern Language resources to make language study accessible for all levels of ability and comprehension.</p> <p>Possibly produce Modern Languages entry tests for S1, S2 and S3 to measure improvement against at the end of each year – still planning this.</p>	<p>Department will offer N3 in Modern Languages Skills for Life and Work. Next session.</p> <p>Success for young people / national certification</p>
<p>PT PEF NUMERACY & DATA ANALYSIS</p>		
<p>1. CNHS Whole School Dashboard (Data)</p> <p>Continuation of and expansion of the use of the dashboard to track all aspects of pupil profile. This allows all staff to increase their knowledge of our young</p>	<p>Up to date and accurate data available for all staff including: School roll/FSM/Care Experienced/Young Carers/ Digital/Online learning engagement during school closure(s).</p> <p>May / June 2021 Data Updates to Dashboard:</p> <p>FSM/Attendance/NLC Digital Device Assigned/Mask Exemption/Reading Spelling Ages for S1-4/Total</p>	<p>Dashboard used extensively by SLT, Support for Learning, and PTPs, and other staff to ensure effective planning to identify appropriate interventions to close the attainment gap and the successful implementation and monitoring of those interventions.</p>

<p>people to aid planning and identify appropriate supports to close the attainment gap.</p>	<p>Covid19 related periods of Isolation / Engagement with Online Learning and follow ups.</p> <p>Analysis of Working Grades 1 and 2; Prelim Grades, other evidence gathering and predicted grades to support CNHS ACM.</p> <p>Support and advice to HT and SLT and SQA Coordinator on CNHS ACM and associated data analysis.</p>	
<p>2. Monitoring and Tracking of COVID19 related absence data and appropriate next steps to provide support for young people and families.</p>	<p>Accurate data on attendance available related to periods of self-isolation related to COVID19.</p>	<p>Able to identify and provide support and materials for young people who have to self-isolate. Able to quickly support families during periods of self-isolation, particularly families who may be more vulnerable due to poverty.</p>
<p>3. Using ACEL Data to track progress through BGE from P7 levels of attainment.</p>	<p>Devised template tracking pupil progress through CfE levels in numeracy and literacy. Further developed the format we initially used last year.</p>	<p>Effective in supporting subject teachers in effective moderation and verification activities related to teacher judgement and achievement of curriculum for excellence levels.</p>
<p>4. Literacy and Numeracy profiles</p>	<p>These bring together all pupil assessment data, including all primary data. This has allowed staff to develop a holistic profile of pupils and has allowed us to have a more effective and streamlined transition – avoiding any S1 ‘dip in performance’.</p>	
<p>5. Numeracy Tracker</p>	<p>Numeracy Tracker in use with Maths Department for the processing of departmental marks lists and identification of attainment gaps.</p>	
<p>6. Staff Devices</p>	<p>Devised a programme of repurposing existing unused iPads for Teacher use.</p> <p>A contingency in the event of periods of staff self-isolation/school closure and a vehicle for moving forward our S.I.P priorities through the upskilling of staff digital confidence.</p> <p>Performed school-wide audit of devices, liaised with Local Authority and managed ICT to ensure appropriate updates made to devices.</p> <p>Personalised device allocation shared with staff and worked with Faculty Heads for distribution and support of staff.</p>	<p>This initiative allowed staff to work from home as the devices provided the backbone for our current home learning provision.</p> <p>Staff upskilled in online learning including use of One Note, Assignments etc.</p>
<p>7. Pupil Devices</p>	<p>Pupil Device distribution programme.</p> <p>Liaised with local authority colleagues to establish appropriate procedures in setting up and distribution of devices.</p> <p>Pupil login details and support in advance to prevent potential connectivity struggles.</p>	

	<p>Provided advice and support on collection for families.</p> <p>Documentation of receipt kept up to date, with re-allocation of devices and further ICT support for young people and families.</p>	
8. CNHS Digital Learning Team	<p>CNHS Digital Learning Team of 6 teaching staff to answer parental digital queries during online learning.</p> <p>Support for colleagues becoming involved for the first time.</p> <p>Uploaded appropriate documentation of pupil login details for staff to access and devised rota for manning the email address.</p> <p>Providing advice and support for teacher colleagues and group members.</p>	
9. Jan 2021 Online Learning Support	<p><i>I Created a channel within the CNHS Staff Team 'Digital Learning' and uploaded NLC documentation in support of online learning.</i></p> <p><i>I Created an area on School website for staff and parental support in the use of all digital platforms and tools in use during period of online learning. Documentation from NLC Digital Champions team was used to ensure consistency across the authority.”</i></p>	
PT PEF DIGITAL LEARNING (CNHS Digital Champion)		
Digital Learning Team	<p>Extension of Digital helplines through email and website to target technical assistance to parents and pupils. A focus on providing support for online learning to vulnerable families and families in need of additional support(s) at this time.</p> <p>School website updated with information for parents, CNHS SQA ACM, School Calendar, SIP/SIR sections.</p>	<p>Analysis provided on an ongoing basis to decide next steps.</p> <p>Parents kept up to date and informed throughout last session.</p> <p>Advice and support provided to HT and SLT on all aspects of the remit. Analysis and reports produced as required.</p>
Staff Support	<p>Supporting the Pupil Support Team in their work by setting up House Teams with every pupil in the school as a member of the relevant House. The House Teams will provide young people (and parents) with direct online access to their guidance teachers and materials for HWB / Good Mental Health at this time.</p>	<p>Giving PST a more effective way to keep in touch with all pupils.</p> <p>Providing SLT and PTS analysis of pupil engagement during school closures.</p>
Parental Support	<p>Production of Parent Guides to aspects of the online learning to allow parents to assist their children with online / remote learning.</p>	<p>Parent Portal to be developed in session 2021/22.</p>

GLOW	Management of pupil and staff access to GLOW and connectivity during school closure December 2020 onwards.	
First Class Migration/GLOW	Advice and support provided to all staff on return of First Class and migration to GLOW.	Further work to be carried out next session.
SDQ Questionnaires	Worked with HT, Year Heads and other colleagues on Digital Learning Team and PTs (PEF) to administer and track completion of SDQ Questionnaires.	Will work with colleagues on the outcomes of the SDQ Questionnaires next session.
PT PEF MENTAL HEALTH & WELLBEING		
Mental Health Ambassadors Scheme	S6 pupils trained in Mental Health First Aid. S6 pupils running drop-in sessions to promote 'time to talk' and mental health awareness. PT Pupil Support leading this initiative.	Temporarily paused due to COVID19 guidelines. Looking at ways to develop this during current closure. Next session's SIP for 2021/22.
Mental Health First Aid (Staff)	PEF PT supporting staff across the curriculum in mental health first aid training. There is now a member of staff trained in this in every department – supporting mental health and wellbeing of colleagues and pupils. Producing materials for online use by staff and families.	Further development of staff confidence in supporting mental health. SIP 2021/22.
Counselling for young people	Enhancement of service provided for pupils through use of TeenTalk – 2 additional counsellors who liaise with PEF PT, our HSPO and PST to provide coordinated support for vulnerable young people. Strengthening pupil resilience and understanding of mental health and the supports available. Further developing our school approaches to mindfulness and other means of supporting mental health and overall wellbeing. Continued monitoring and evaluation using pupil focus groups, surveys, etc.	Ongoing next session.
Mental health Policy	Developing our school policy on mental health – now including all new services – TeenTalk, CAMHS EIS, and CAMHS.	SIP 2021/22.
Developing our PSHE Programmes	PT PEF used to support PT Pupil Support staff in further developing resources and lessons to promote mental health awareness and pupil confidence in discussing mental health.	PSE inserts developed and in place. Further developments planned SIP 2021/22.
Staff Mental Health	Staffroom sign posting notice board. Online fitness and yoga classes for staff.	Promotion of good mental health and collegiality. Use of a staff team to ensure staff can

	Staff Welfare Officer – referrals Developing staff good mental health materials and activities for use online / remotely during current school closure.	access resources during Lockdown Jan 21. Creation of Staff HWB Plan SIP 2021/22.
PT PEF GIRFEC/NURTURE		
Nurture	Organisation of Nurture Groups liaising with SAC staff. Developing GIRFCEC Tool for CNHS – enhanced transition programme 2021,	
Poverty Proofing	Removing cost of school subjects – Home Economics, PE uniforms, winter clothing etc.	Measured by looking at pupil attainment, behaviour and attendance. All of these measurements show improvement from baseline measures.
Stationery Preparation Station	Stationery Preparation Station – all stationery items available on request or collection from a free pick up zone. Additional measures put in place during current school closure to ensure all young people have access to necessary stationery and materials for online / remote learning.	
Uniform Bank	Pupil Uniform Bank - access to all items of uniform free of charge to targeted families and season appropriate clothing when required.	
Fruit Friday	A free fruit scheme for all pupils on a weekly basis to encourage healthy eating.	
Access to Water	Installation of water fountains to encourage pupils to drink more water. Purchase and distribution of refillable water bottles to allow all pupils to access the free water scheme.	
Attendance	Supporting work of PT Pupil Support in monitoring and promoting good attendance. Special focus on vulnerable families. Awards given to recognise good attendance and timekeeping. Support offered to promote good attendance and promotion of good timekeeping. Development of new tool – attendance tracker, along with usual monitoring procedures via SEEMIS. Staff trained to use INSIGHT tool on Microsoft Teams to track attendance and online engagement.	Temporarily paused due to COVID19 guidelines – although measures in place for engagement during current closure. SIP 2021/22.

Resilience Group	<p>Resilience Group worked with S1 and S2 pupils who did not engage with online learning to encourage them to feel confident about school and their learning.</p> <p>There was a group of S1 and S2 pupils who met weekly and took part in activities to build resilience. Pupils contributed to discussions, engaged in activities and created a folder of work.</p> <p>The group worked particularly well with S1 pupils as they are more open to discuss their thoughts and feelings, some S1 comments from their Review:</p> <p>I am resilient as "I can look on the bright side"</p> <p>I have flexible thinking as I: "can look for the positive in bad moments."</p> <p>Overall pupils said "it helped me to cope" and "it's good, doesn't need to be any better."</p>	<p>Resilience Group was more successful with S1 than S2. Some S2 pupils opted out. S1 were more engaging and enthusiastic.</p> <p>Attendance improved for the majority of S1 pupils who were part of the Resilience Group, it only decreased slightly for 2 pupils.</p> <p>Attendance improved for the majority of S2 pupils who were part of the Resilience Group, it only decreased for 4 pupils, 2 of which opted to stop attending.</p> <p>Develop further session 2021/22.</p>
PT PEF STEM/DYW		
Work Experience	WOW: All pupils S1-3 registered on my World of Work and using regularly during PSHE.	Further developed career management skills, increased motivation in school, further enhanced attainment and awareness of all career paths.
Virtual Careers Fayre	Use of Microsoft Teams: Partnership working with business partners to further pupil and parent awareness of all opportunities. Regular Team and website updates regarding career and job opportunities given to pupils.	Increased pupil motivation, continued improvement in attainment. Developed good relations with local employers.
Development of Skills for Life and Learning (SLL)	Remodel of IDL courses. S1-3 will receive their full entitlement to HWB, DYW, STEM, Literacy and Numeracy. Key improvement target for us this year related to introduction of 32 period week in NLC secondary schools.	<p>Enhanced career management, enrichment of courses to develop pupil awareness of transferable skills.</p> <p>Audit of BGE curricular entitlements to be carried out next session. SIP 2021/22.</p> <p>Review of Senior Phase Curriculum planned for next session. SIP 2021/22.</p>
Initiatives	STEM Week / STEM Programme BA Crest Discovery Award RICS STEM Event	Increased uptake of science subjects. Improvement of partnership working. Value-added attainment within STEM subjects.

In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following:

What has worked well in your overall strategy to achieve impact?

What has worked less well or could be improved?