

CARDINAL NEWMAN CLUSTER OF SCHOOLS



St. Gerard's | Sacred Heart | Cardinal Newman | St. John Paul II | Holy Family



Driving Equity and Excellence

Improvement Report

Session 2024-25

CLUSTER	Cardinal Newman High School
Cluster Chair:	Ian Conaghan
Cluster Improvement and Integration Lead	Gordon Reid
Cluster Priority 1	Improve engagement and attainment by supporting increased attendance at school.
Cluster Priority 2	To establish partnership working with Children and families consistent with the National Commitment of “The Promise”.

Cluster Improvement Report

Section 3: Summary of Impact of Annual Improvement Plan

Priorities

Cluster Priority 1 (Long Term Outcome): Raise learner engagement and attainment through promoting high levels of school attendance.		
(Please insert the relevant information below)		
NIF Priority: 2, 3, 4, 7, 9	NIF Driver: 3, 4, 6	
NLC Priority: 1, 2, 3, 5	QI: 1.1, 2.3, 2.4, 2.6, 3.1, 3.2	
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.		
<p>RATIONALE: CNHS Cluster continue to recognise the challenges related to school attendance across the country and local authority. This is reflected within our own cluster locality. We recognise that attendance at school improves attainment and helps to maintain positive mental health. Attendance over the last 3 years as compared prior to the pandemic indicates attainment and achievement levels have been adversely affected. The CNHS Cluster will continue to be creative, promoting positive practices that will engage learners and families in increasing attendance at school and in so doing improve outcomes for learners and their families.</p>		
<p>OUTCOMES:</p> <ul style="list-style-type: none"> To increase attendance rates at cluster schools. To improve engagement with children and families. To Improve motivation to attend school. To provide targeted support to identified learners. To deliver an enhanced curriculum to support children and young people. 		
<p>EXPECTED IMPACT:</p> <ul style="list-style-type: none"> Improved motivation to attend school by targeting specific learners who have a high absence rate. Increased attendance due to targeted support from the Family Engagement Support Assistant (FESA). Increased attendance and engagement through delivery of an enhanced curriculum support for learners. 		
<p>Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)</p> <ul style="list-style-type: none"> • Attendance & Engagement <ul style="list-style-type: none"> Attendance target within each school was 95% for primary and 85% for secondary. This will be revised down to from 95% to 93% in primaries. CNHS reached and exceeded its target of 85% with a new target of 88% for 24/25. Current attendance rates are: Holy Family Primary 92% St. Gerard's Primary 91% St. John Paul II Primary 90% Sacred Heart Primary 90% Cardinal Newman 87% <p>The cluster has set up a working Group made from colleagues in all schools as well as other agencies. The working group is developing policy for the cluster around the main themes within the improvement plan. The group have met on two occasions and will further develop into the new academic year. Each school has developed bespoke internal systems to engage with young people, children & families as well as reward systems and correspondence appropriate to each context. CNHS have through the Chair of the working group developed an attendance tracker updated monthly using the Seemis system to gather the data.</p>		

1. **VIPPass** This has had limited use within the cluster with reports that the cost analysis was not conducive to good value for the cluster. This will now be up to individual schools to arrange independent use of the service.
2. **Exchange Counsellors for P4/5** was introduced this academic year, but school feedback is that this is overly bureaucratic and not value for money for the children and families identified. The cluster will discontinue this programme into 23/25 academic year.
3. **Teentalk** CNHS share this resource with the primaries and all schools report that this is a very positive contribution to children, young people and their families. Teentalk has delivered 6-8 week blocks for pupils from P6-7 in primaries and throughout the secondary school. Schools report that this is well received by children, young people and families and has added value for schools in offering space to talk and discuss issues that are causing anxiety, concerns, or distress of any kind. All schools continue to use referrals for assistance where TeenTalk is unsuitable.
4. **Nil By Mouth** have engaged with two schools to build positive approaches to dealing with prejudice, racism, and bigotry.

- **Home-Start**

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Home Start programme had investment of £20,882.80 and has been working across the Cardinal Newman High School Cluster for the last 2 years. In that time there have been several families referred, with the overall impact extremely positive. The worker allocated has been an incredible support to families who were struggling to cope for a range of reasons, and with her support just a few times a week, she has introduced routine and structure as well as providing practical supports to help move forward. This has led to increased motivation for some children to attend school and engage positively in learning. There was also improved communication and stronger relationships between home and school which has led to increased resilience amongst some of the most vulnerable families within the cluster.

- **Young People's and Families Mental Health and wellbeing Framework**

We are currently supporting four families who have been identified and referred via Locality Cluster Network Meeting chaired by the CILL. Support is ongoing in the family home. An Initial Visit takes place at the family home where support is discussed, and an assessment of needs is carried out using a scoring system to determine where there are gaps and need for family support. This offers a baseline measure and is evaluated every 12 weeks to monitor impact and to ensure the support is appropriate and sufficient to the family circumstances.

We continued to support three families from the last round of funding and received one new referral Sept 2023 who is currently engaged in support. We have capacity to support further families in line with our agreed numbers. Meeting with HTs and CILL arranged for Dec 2023 to discuss service and answer any questions.

Once a family is identified via the school all support then takes place in the family home or community. Families have also benefited from excursions during school holiday periods to Glasgow Science Centre, Strathclyde Park, Safari Park, and Drumpellier Country Park.

Families were identified via the schools within the cluster. These ranged from children with low attendance, children of kinship carers, children with ASN and families who were not engaging well. Through feedback from families and schools we believe progress has been made and target outcomes met. The FSW reports that they are engaging well with the support, and they are working on boundaries and strategies to increase positive interactions between the parent and child.

Assessment and evaluation are ongoing, after an initial visit takes place using Home Starts scoring system to offer a baseline measure and identifying gaps and areas for support. The family support worker conducts additional reviews every 12 weeks to monitor support. Regular communication from schools has also been key in ensuring positive partnership working to ensure the support is beneficial to all parties. Case studies have also been gathered to capture impact and record feedback from families.

- **Nurture Support:** The Cluster Wellbeing Hubs were used to deliver nurture support and provided comfortable and safe spaces to explore feelings and emotions. Health and Wellbeing Programmes using trauma-informed approaches have been having a positive impact on attainment and social and emotional competences and confidence. The Cluster Support Teacher (CST), trained in trauma informed practice has a clear focus on wellbeing and relationships to support the growth and development of children and young people within the cluster, many of whom come from areas of disadvantage and require additional targeted support to close the equity gap. 257 children and young people have been supported with their health and wellbeing over the academic year across all Cluster schools. As well as Nurture programmes, CST provides a range of bespoke additional supports and interventions across the Cluster which include Literacy, Numeracy and Health and Wellbeing interventions.
- **Family Engagement support Officer (FESA):**
The FESA appointed has worked with a measure of success with two families within CNHS. The FESA's long term ambitions have not been met due to sickness absence. The cluster is ambitious for this position to be of significance to the children, young people & families, and hope that the new academic year brings better health and higher engagement from the FESA.
- **Family Support and Assessment: Wellbeing Hub:**
St. John Paul II Hub has proved a particularly welcoming space to meet with families with young children and Psychological Services, Community Learning and Development (CLD), Virtual School and Social Work have all used the space well to meet with families and children both during and out with school hours. This support has included a focus on anxiety issues and returning to school after an extended period of absence, cookery and relaxation classes, as well as 1:1 work with young people experiencing challenges within the community and at home. CNHS hub has also provided a safe space to deliver programmes and interventions to identified children and young people with the support of Psychological Services.
The Cluster Wellbeing Hubs based at St. John Paul II and CNHS continue to be bases for a variety of organisations to support young people and their families including Community Learning & Development, Social Work, Teen Talk Counselling, The Virtual school as well as the Exchange P4/5 counselling programme. Agency meetings continue to use the hub locations to support young people and their families and provide safe space for professional and family engagement. Other engagements taking place at individual school level include TeenTalk, cooking, gardening and a nurturing programme called "Sunny & Me."
- **Family Health and Wellbeing Programmes:**
Community Learning and Development (CLD) have made effective use of the hub within St John Paul 11 to deliver targeted programmes in relation to cooking, healthy diet and effective budgeting. These programmes are well attended running two mornings per week with food cooked within the wellbeing hub. Participants are working towards an Adult Achievement Award. 'Big Chef Little Chef'

sessions which run one morning per week introduces simple ideas for healthy meals and snacks and involves nursery children working alongside eight parents/carers in cooking activities that incorporate numeracy and health and wellbeing skills. These sessions are supported by nursery staff and were incredible fun and very well attended.

- **Planning for Children's Wellbeing (Cluster Level):**

Both Wellbeing Hubs have meeting space and are used for a variety of different Cluster Meetings, including the monthly wellbeing meetings where there is Senior representation from all relevant agencies to discuss and plan support and interventions for some of the most vulnerable children and families within the cluster. Session 2023-24, children, and young people were discussed using the GIRFEC Assess, Plan and Review cycle, with impact reviewed.

- Support for Ukrainian Young People: EAL Teacher has engaged with all Ukrainian families located within the cluster due to the ongoing crises in that Country. The EAL Teacher has given advice and support to class teachers across the cluster on how to support the children and young people.
- Principle Teacher (PEF) appointment in CNHS has responsibility for attendance and inclusion and chairs the cluster working party established this academic year. The working party have shared an attendance tracker that is updated for all schools, monthly.
- **Home room for Attendance**
A registration class has been established at CNHS and operates to promote positive pastoral care for learners as they arrive at school. This gives young people a recognised individual that can be approached at any time for support.

Next Steps: (What are we going to do now?)

- The newly established working group will consult with HT's and senior colleagues to develop policy and practice throughout the year. CSTs and will be part of the Cluster working group which will focus on developing a Cluster Policy in relation to attendance and engagement.
- Strengthen collective ACEL data to identify poverty related attainment gap.
- Develop PUMA maths assessments across the cluster for transition.
- Review planning and assessment approaches to ensure planning is responding to the needs of the children and young people across the cluster.
- Continue to focus on improving and supporting attendance. The FESA as an additional resource will be used to target identified families across the cluster.
- Processes for accessing Cluster Resources will be agreed and all Cluster Head Teachers will be aware of all interventions delivered across the cluster.
- All schools will engage in Children and Young People Mental Health Fund with the anticipated outcome, an increase in attendance and engagement for identified families.

Priority 2 (Long Term Outcome): Implement the national commitment "The Promise" into cluster practice. (Year2)

(Please insert the relevant information below)

NIF Priority: 2,3

NIF Driver: 1,3

NLC Priority: 2,3,5

QI1.1, 2.3, 2.4, 2.6, 3.1, 3.2

PEF Intervention: 1,2,6,10	Developing in Faith/UNCRC: 2, 5
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If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

RATIONALE: CNHS Cluster will continue to reinforce the process of implementing “The Promise” to support inclusion for all learners and their families. Wellbeing bases have been fully established in CNHS and St. John Paul II. We will continue to be creative in our provision to support vulnerable learners and families. CNHS cluster in a positive position in the implementation of” The Promise” and we will build on progress made.

OUTCOMES:
Colleagues engage with the National commitment, “The Promise” across all cluster schools.

EXPECTED IMPACT:
Increased staff knowledge, understanding and awareness will enhance practice.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)

- **North Lanarkshire 'Keeping the Promise Award':**
The 'Promise Award' can be achieved by engaging in North Lanarkshire Council's training course which has been created in partnership with a variety of staff across Education and Families, wider council services and other relevant services including “WhoCares? Scotland. The purpose of this course is to support schools in developing their awareness and understanding of 'The Promise' - a commitment made by the Scottish Government and by North Lanarkshire Council, to improve the educational experiences and outcomes for our care experienced children and young people.

CNHS Cluster have participated in all training sessions that were well received across all schools within the Cluster. The cluster will continue to engage with appropriate training to reinforce and embed “The Promise” throughout the cluster.

“The Promise” working group has been established with representatives from all schools plus educational psychologist and the virtual school. The group have met on two occasions and will be the vehicle for future developments in 23/24

Those involved in deliver of training include Virtual School, Psychological Services, Who Cares Scotland and the Cluster Improvement and Integration Lead. Further support will be provided in 2023/24.

All training continues to raise awareness across the cluster of issues affecting care experienced children and young people. The working group has recognised the need for more training in trauma informed practice, reflecting ACES and neurodiverse understanding.

To gain the ‘Keeping the Promise Award,’ schools can demonstrate all staff have participated in/viewed the required presentations and a minimum of 70% of staff have successfully completed the e-learning module. The training has been viewed as an example of good practice and has been adopted by Education Scotland who are due to launch it as a National Resource in August 2023. Those schools in the cluster who have participated in the training and completed the e-learning through learn NL will be highlighted as already successfully completing the Award and will be the first to receive this from Education Scotland.

Next Steps: (What are we going to do now?)

- To establish and embed the Cluster working party which will consist of CST and Virtual School representation as well as representation from each Cluster School to focus on developing a Cluster wide policy on taking forward The Promise.
- The newly established working group will consult with HT's and senior colleagues to develop policy and practice throughout the year. CSTs and will be part of the Cluster working group which will focus on developing a Cluster Policy in relation to taking forward 'The Promise'.
- To develop a strategic framework for policy development within the cluster.
- To identify appropriate training opportunities that inform practice.

6 key drivers in the NIF?

- ✓ School and ELC leadership
- ✓ Teacher and practitioner professionalism
- ✓ Parent/carer involvement and engagement
- ✓ Curriculum and assessment
- ✓ School and ELC improvement
- ✓ Performance information