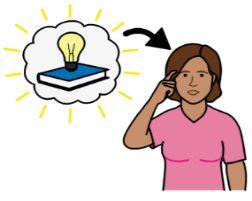
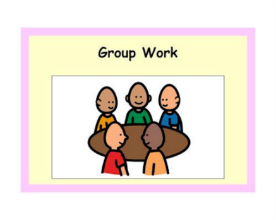
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**Standard and Qualities Report 2024/25**



**Rutherglen High School**

***‘At Rutherglen High School we work together, to create high quality, inclusive learning experiences, which lead to sustained and positive outcomes for our pupils’***

**School Context – Rutherglen High School**

Rutherglen High School is one of only two standalone Additional Support Needs (ASN) secondary schools in South Lanarkshire. It is situated within a wider educational campus OF Cathkin High School, that includes a mainstream secondary school with an Additional Support Base, an outreach service for S1–S6 learners with social, emotional, and behavioural needs, and an early years nursery.

The school supports a diverse cohort of 116 secondary-aged ASN learners drawn from across South Lanarkshire, including areas such as Hamilton, Blantyre, East Kilbride, Cambuslang, Rutherglen, and Cathkin. Allocated placements are determined through South Lanarkshire Council Inclusion Team’s allocation forum process.

Rutherglen High School works in close partnership with a range of statutory services to meet the holistic needs of its learners. These include:

* Speech and Language Therapy
* Occupational Therapy
* Physiotherapy
* School Nurse Service
* Educational Psychology
* ASN transport

In line with Scottish Government guidance all learners are supported through individual Additional Support Plans. These plans inform detailed Pupil Profiles, which guide the delivery of tailored learning experiences and specialist support. The school adheres to the principles of Getting It Right For Every Child (GIRFEC), fostering collaborative working with partners to ensure the wellbeing and progress of all learners.

A notable trend has emerged in recent years, with an increasing number of placements being allocated to learners with a Complex Needs Learner (CNL) profile. This shift necessitates further ongoing evolution of the school’s curriculum framework and learning, teaching, and assessment (LTA) approaches to meet the entitlements of:

* Pre-milestone and milestone learners
* Learners with life-limiting and complex medical conditions
* Learners requiring significant personal care and physiological support
* Learners using complex total communication devices
* Learners at high risk of distressed behaviours
* Learners facing complex post-school transitions requiring adult ASN services

Simultaneously, the school continues to support learners with a range of profiles, including those:

* Working from Early Level to National 5
* With varying degrees of medical and personal care needs
* Using a range of communication aids or communicating independently
* Displaying a spectrum of emotional and behavioural regulation
* Transitioning to supported ASN destinations or mainstream college, apprenticeships, and employment

In June 2024, Rutherglen High School was inspected by Education Scotland. The inspection identified the school’s approach to learning, teaching, and assessment as a significant development areawith particular a need to focus on developing our curriculum and LTA strategies for complex needs learners. A follow-up inspection visit is scheduled for next session 2025 / 26 to assess progress against the recommendations from the Summarised Inspection Findings.

***Update re - School Improvement Priorities - 2024/25***

***Strategic Priority 1: Learning, Teaching, and Assessment***

***Context***

We set out to develop a shared understanding of high-quality learning, teaching, and assessment (LTA), particularly for complex learners, using tools like BSquared and frameworks such as Bruce Robertson’s Lesson Evaluation Toolkit.

**Progress and Impact**

* **Achievements:**
  + LTA policy updated collaboratively.
  + Peer and working group observations initiated.
  + BSquared embedded as a planning, assessment, and progression tool.
  + Plan to integrate UNCRC, DYW meta-skills, and Sustainable Goals into lessons
* **Evidence:**
  + Lesson plans, QA visits, pupil evaluations, stakeholder surveys.
  + Use of Evisense for milestone tracking in early-level learners.
* **Celebrations:**
  + Strong leadership from the LTA working group.
  + Increased staff confidence in planning for complex needs.
  + Visible improvements in lesson differentiation and environment.

**Next Steps**

* Expand use of interdisciplinary/project-based learning (IDL/IBL/PBL).
* Refine timetable to support deeper learning and reduce transitions.
* Working group to support staff to start the integration of UNCRC, DYW meta-skills, and Sustainable Goals into lessons.
* Continue peer observation cycles and moderation of LTA practices.

***Strategic Priority 2: Attainment, Achievement, and Learner Journeys***

**Context**

We aimed to improve tracking and monitoring, embed SEEMiS systems, and enhance data-driven interventions to support attainment and engagement.

**Progress and Impact**

* **Achievements:**
  + B Squared and Evisense piloted for tracking and reporting.
  + SEEMiS used for registration, ACEL data and SQA input.
  + PT Attainment appointed; data analysis embedded in practice.
  + Attendance strategy implemented with HSLW support.
* **Evidence:**
  + ACEL data, attainment spreadsheets, attendance policy and meetings.
  + Visual learner pathways developed for pupils and families.
* **Celebrations:**
  + Improved use of data to inform interventions.
  + Literacy and numeracy interventions led by PTs showing early impact.
  + Increased pupil leadership opportunities through Pupil Council.

**Next Steps**

* Expand digital reporting systems.
* Deepen use of Business Intelligence tools.
* Strengthen transitions and course choice planning.
* Improve working relationships and local offer from link colleges.

***Strategic Priority 3: Wellbeing, Equity, and Inclusion***

**Context**

We aimed to strengthen safeguarding, support for distressed behaviours, and total communication approaches, ensuring all pupils feel safe, respected, and included.

**Progress and Impact**

* **Achievements:**
  + CP and safeguarding policies updated and implemented.
  + Music therapy and counselling services expanded.
  + Total Communication approach embedded (Makaton, PECs, SALT input).
  + UNCRC embedded in pupil support and curriculum.
* **Evidence:**
  + CP logs, CLPL records, nurture audits, RRS Bronze Award.
  + Reduction in violent incidents (VIs).
* **Celebrations:**
  + Stronger safeguarding culture and staff confidence.
  + Improved pupil voice through AAC and pupil council.
  + Enhanced community partnerships (Action for Children, Universal Connections).

**Next Steps**

* Continue to embed Total Communication strategies.
* Expand nurture and regulation spaces.
* Update anti-bullying policy and embed COSD framework.

***Strategic Priority 4: Curriculum and Progression Pathways***

**Context**

We aimed to create a bold, inclusive curriculum with clear progression pathways and reduced transitions, supported by a flexible timetable and strong partnerships.

**Progress and Impact**

* **Achievements:**
  + New curriculum rationale and structure developed.
  + IDL/IBL/PBL approaches piloted.
  + Expand use of SCQF courses to build into SCQF Ambassador programme and external partnerships expanded e.g. Youth Scotland.
  + Working groups established to lead improvement.
* **Evidence:**
  + Curriculum plans, stakeholder surveys, partnership maps.
  + QA of IDL projects and professional inquiry documentation.
* **Celebrations:**
  + Increased access to accredited learning experiences.
  + Improved engagement through co-created learning.
  + Distributed leadership model embedded.

**Next Steps**

* Implement new timetable (June 2025).
* Expand use of outdoor and community learning spaces.
* Evaluate impact of IDL and refine progression pathways.

***Collaborative Improvement Priority: Moderation with Sanderson High***

**Context**

We aimed to develop a collaborative moderation programme focused on Senior School Programmes and accreditation for pupils in Complex Needs Base provisions.

**Progress and Impact**

* **Achievements:**
  + Moderation timeline established.
  + Pilot moderation in CLD base classes completed.
  + Internal moderation and assessment calendar aligned.
* **Evidence:**
  + Moderation reports, evaluation feedback, WTA and CAT planning.
* **Celebrations:**
  + Strengthened professional learning and consistency in assessment.
  + Improved collaboration with Sanderson, Cathkin ASN Hub and Kear Campus.

**Next Steps**

* Expand moderation to BGE and SP levels.
* Integrate moderation into INSET and CAT programmes.
* Evaluate impact on accreditation and learner outcomes.

***Pupil Equity Funding (PEF)***

**Context**

We set out to strategically utilise our full Pupil Equity Fund allocation to mitigate the impact of the poverty-related attainment gap. The focus was to provide targeted support in literacy, numeracy, and attendance, while improving engagement and wellbeing for all pupils by investing in specialised staffing, technology, and resources.

**Progress and Impact**

**Achievements:**

* An Acting Principal Teacher of Equity for Literacy and one for Numeracy were appointed to lead targeted interventions.
* A School Support Assistant was funded as a Home School Liaison Worker to implement the school attendance strategy.
* Significant investment was made in technology, including C Touches and iPads for literacy and iPads for numeracy.
* Significant investment in literacy resources, including library books and ASN-specific software (£504.00).
* Targeted numeracy resources, including software and practical materials, were procured.
* Specialised support programmes were funded to improve engagement and wellbeing, including Music Therapy Makaton Training and the Glasgow the Caring City - Skills Barn project.

**Evidence:**

* The detailed PEF Profile of Spend for 2024-2025 outlines all expenditure.
* Attendance data and records from the Home School Liaison Worker demonstrate impact on pupil attendance.
* Attainment data and tracking of literacy and numeracy interventions show the impact of PT Equity leadership.
* CLPL records for staff who undertook Makaton training.
* Quality assurance of lessons and pupil evaluations reflect increased engagement through new technology and resources.

**Celebrations:**

* Established strategic leadership for literacy and numeracy through the dedicated PT Equity roles.
* Strengthened the link between home and school, providing enhanced support for families and leading to improved attendance through the HSLW role.
* Increased pupil access to modern technology, enhancing digital skills and boosting engagement across the curriculum.
* Improved whole-school communication and inclusion through investment in Makaton training.
* Provided diverse learning and wellbeing opportunities through funded initiatives like Music Therapy and vocational skills projects.

**Next Steps**

* Closely monitor and evaluate the impact of all PEF-funded interventions on attainment, attendance, and wellbeing data.
* Continue to embed the use of newly acquired technology and resources to ensure they are fully integrated into learning and teaching practice.
* Use learnings and data from the 2024-2025 spend to inform the strategic planning for the 2025-2026 PEF allocation.
* Further develop the HSLW role based on feedback and identified need to continue breaking down barriers for families.