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**Education Resources**

**Curriculum and Quality Improvement Service**

**School Improvement Plan 2025/26**

**Rutherglen High School**

***“ At Rutherglen High School we work together to create high quality and inclusive learning experiences which promote sustained and positive outcomes for our learners”***

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| Strategic Priority 1 | Improve the quality of learning, teaching, and assessment across the school. |
| Strategic Priority 2 | Improve pupil attainment, achievement and identification of individualised learner journeys. |
| Strategic Priority 3 | To improve our approaches to wellbeing, equality, and inclusion to meet the needs of all learners at Rutherglen High School. |
| Strategic Priority 4 | To improve our curriculum structure and to develop a clear and ambitious progression pathway for all of our learners. |
| Strategic Priority 5 | Improve our approaches to pre and post school transitions. |
| Strategic Priority PEF | Close the poverty related attainment gap and Improve Wellbeing, Attendance and Attainment for All. |

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| Strategic Priority 1 | Improve the quality of learning, teaching, and assessment across the school. | | | | | |
| SLC Education Resource Plan | Enhance our learning, teaching and assessment | | | | | |
| HGIOS4 QI | 2.3 Learning, teaching and assessment | | | | | |
| National Improvement Framework | Closing the attainment gap between the most and least disadvantaged children and young people | | | | | |
| CQIS Workstream | Learning, Teaching & Assessment | | | | | |
| Planned Progress Checks |  | Term 1 Progress Check |  | Term 2 Progress Check |  | Term 3 Progress Check |

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| **Rationale**  What do we want to achieve? | **Outcome**  What impact are we aiming for? | **Operational Activity**  What steps do we need to take to achieve? What changes will we make that will result in impact? | **Measures**  How will we know if we are having desired impact? | **Lead / Personnel** |
| Staff are working together to create a shared understanding of high-quality LTA that reflects the needs of all learners, including pre-milestone and complex learners | * Increased staff confidence in all aspects of LTA with a key focus on planning, delivering, and assessing all learners, including pre-milestone and complex learners. * Improved learner progress and engagement through personalised, high-quality teaching and assessment. | * Embed use of BSquared for planning, assessment, and progression. * Continue peer observations and working group cycles. * Expand use of interdisciplinary, project-based learning. * Refine timetable to support deeper learning and reduce transitions. | * Lesson evaluations (using Bruce Robertson toolkit). * QA visits, stakeholder surveys, pupil evaluations. * Evidence of progression in BSquared and Evisense data. | SLT  PEF PT Cur  Curriculum WG |

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| Strategic Priority 2 | Improve pupil attainment, achievement and identification of individualised learner journeys. | | | | | |
| SLC Education Resource Plan | Promote inclusion, equity and equality | | | | | |
| HGIOS4 QI | 3.2 Raising attainment and achievement | | | | | |
| National Improvement Framework | Improvement in achievement, particularly in literacy and numeracy | | | | | |
| CQIS Workstream | Performance Improvement | | | | | |
| Planned Progress Checks |  | Term 1 Progress Check |  | Term 2 Progress Check |  | Term 3 Progress Check |

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| **Rationale**  What do we want to achieve? | **Outcome**  What impact are we aiming for? | **Operational Activity**  What steps do we need to take to achieve? What changes will we make that will result in impact? | **Measures**  How will we know if we are having desired impact? | **Lead / Personnel** |
| Attainment strategy implemented to ensure all learners’ progress is tracked more robustly, ensuring equity of access to pathways and timely interventions. | * Improved attainment data for literacy, numeracy, and accreditation. * Stronger tracking of learner progress and interventions. * Clearer and more ambitious learner pathways. | * Expand use of SEEMiS, BSquared, Evisense for tracking. * Strengthen PT Attainment role in analysis and interventions. * Strengthen transitions planning and course choice pathways. | * Attainment data (SQA, ACEL, literacy/numeracy interventions). * Attendance data linked to HSLW work. * Visual learner journey maps created. | PT Attainment, PT Literacy, PT Numeracy, SLT  All staff. |

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| Strategic Priority 3 | To improve our approaches to wellbeing, equality, and inclusion to meet the needs of all learners at Rutherglen High School. | | | | | |
| SLC Education Resource Plan | Improve health and wellbeing | | | | | |
| HGIOS4 QI | 3.1 Ensuring wellbeing, equality and inclusion | | | | | |
| National Improvement Framework | Improvement in children and young people's health and wellbeing | | | | | |
| CQIS Workstream | Equity and equality | | | | | |
| Planned Progress Checks |  | Term 1 Progress Check |  | Term 2 Progress Check |  | Term 3 Progress Check |

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| **Rationale**  What do we want to achieve? | **Outcome**  What impact are we aiming for? | **Operational Activity**  What steps do we need to take to achieve? What changes will we make that will result in impact? | **Measures**  How will we know if we are having desired impact? | **Lead / Personnel** |
| Continue to ensure all learners feel safe, respected, and included, by implementing personalised and whole school strategies in place to support distressed behaviours, communication needs, and pupil wellbeing. | * Reduction in violent incidents. * Increased learner voice and participation. * Consistent safeguarding practice across school. * Continue to collaborate with external partners to ensure we meet the needs of all learners. | * Embed total communication (Makaton, PECs, AAC, SALT). * Expand nurture/regulation spaces and support. * Update anti-bullying policy; embed COSD framework. * Strengthen partnerships for wellbeing interventions (Music Therapy, Counselling). | * CP logs, safeguarding audits, nurture evaluations. * Reduction in VIs. * Pupil surveys on safety and belonging. | SLT, Positive relationship working group, all staff. |

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| Strategic Priority 4 | To improve our curriculum structure and to develop a clear and ambitious progression pathway for all of our learners. | | | | | |
| SLC Education Resource Plan | Provide a rich and relevant curriculum | | | | | |
| HGIOS4 QI | 2.2 Curriculum | | | | | |
| National Improvement Framework | Improvement in skills and sustained, positive school-leaver destinations for all young people | | | | | |
| CQIS Workstream | Curriculum | | | | | |
| Planned Progress Checks |  | Term 1 Progress Check |  | Term 2 Progress Check |  | Term 3 Progress Check |

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| **Rationale**  What do we want to achieve? | **Outcome**  What impact are we aiming for? | **Operational Activity**  What steps do we need to take to achieve? What changes will we make that will result in impact? | **Measures**  How will we know if we are having desired impact? | **Lead / Personnel** |
| The curriculum must be ambitious, inclusive, and flexible, meeting the needs of both complex learners and those progressing to accreditation and post-school destinations. | * Create new and relevant curriculum rationale * Create new curricular structure based on CIC. * Increased access to accredited learning experiences. * Reduced transitions and improved engagement. | * Implement new flexible timetable (June 2025). * Expand outdoor and community-based learning. * Pilot and refine IDL/IBL/PBL approaches. * Strengthen partnerships for SCQF progression. | * Curriculum maps, stakeholder feedback, QA of IDL projects. * Increased accreditation entries and completions. * Evaluations of pupil engagement and progression. | * SLT, Curriculum Working Groups, New SCQF Ambassadors. |

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| Strategic Priority 5 | Improve our approaches to pre and post school transitions. | | | | | |
| SLC Education Resource Plan | Foster and nurture strategic leadership | | | | | |
| HGIOS4 QI | 2.6 Transitions | | | | | |
| National Improvement Framework | Placing the human rights and needs of every child and young person at the centre of education | | | | | |
| CQIS Workstream | Performance Improvement | | | | | |
| Planned Progress Checks |  | Term 1 Progress Check |  | Term 2 Progress Check |  | Term 3 Progress Check |

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| **Rationale**  What do we want to achieve? | **Outcome**  What impact are we aiming for? | **Operational Activity**  What steps do we need to take to achieve? What changes will we make that will result in impact? | **Measures**  How will we know if we are having desired impact? | **Lead / Personnel** |
| Improve our transition support for all learners, including our pre-milestone and complex learners. All our learners require highly personalised support to ensure smooth transitions into, through, and beyond school. Families and partners have identified the need for clearer communication and planning. | * Improved learner confidence and wellbeing during transition periods. * Stronger family engagement and satisfaction with transition processes. * Clearer post-school pathways supported by partners. * Structured support for identified pupils re Mental Health | * Audit and streamline current transition practices. * Establish consistent transition protocols (profiles, handovers, multi-agency planning). * Develop enhanced transition programmes for complex learners. * Strengthen partnerships with colleges, SDS, CLD, and adult ASN services. * Introduce learner “transition portfolios” to share strengths and support needs. * Work closely with PC and SAMH re planning for scaffolding support for Mental Health. | * Pupil/parent surveys on confidence and satisfaction. * QA of transition activities and feedback from partners. * Positive destination data and progression tracking. * Reduction in distressed behaviours linked to transition. * Work closely with SAMH to support Mental Health Transition supports for identified pupils. | SLT (Transitions Lead), PT Attainment, HSLW, Aspire, SDS, SW, SAMH / See Me, Parent Council - CB |

**PEF/PB Improvement Plan**

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| Strategic Priority | Close the poverty related attainment gap and Improve Wellbeing, Attendance and Attainment for All. | | | | | |
| Planned Progress Checks |  | Term 1 Progress Check |  | Term 2 Progress Check |  | Term 3 Progress Check |

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| **Rationale for PEF/PB spend** | **Allocation of PEF / PB spend** | **Outcome**  What do we want to achieve? What impact are we aiming for? | **Operational Activity**  What steps do we need to take to achieve? What changes will we make that will result in impact? | **Measures**  How will we know if we are having desired impact? | **Lead / Personnel** |
| Targeted support is required to close the poverty-related attainment gap and improve wellbeing, literacy, numeracy, and attendance. | Pupils and Parent Council will be involved in deciding how to spend 5% of overall PEF funding. | * Improved literacy and numeracy attainment for targeted pupils. * Increased attendance and family engagement. * Greater equity of access to learning. | * Continue PT Equity leadership roles in Literacy, Numeracy, Attainment and Curriculum. * Implement attendance strategy with HSLW. * Embed use of iPads, C-Touches, and ASN software. * Deliver targeted wellbeing and engagement interventions. | * Attainment and attendance data. * Intervention tracking and pupil evaluations. * QA of technology use in classrooms. | * PT Equity (Literacy, Numeracy, Attainment, Curriculum), HSLW, SLT. |