



Our School

Cathkin High School is 6 year comprehensive school serving approximately 1050 young people from Cambuslang and surrounding areas. We have well established links with our associated primary schools; Cairns Primary Cathkin Primary, Hallside Primary, Loch Primary and West Coats primary.

In Cathkin High we are very fortunate to serve young people with identified additional support needs in our ASN base, from across South Lanarkshire. Our base provision offers enhanced support to approximately 50 learners.

As a comprehensive school we serve a diverse community with 52% of learners living within SIMD 1-5 (1 being most deprived, 10 the least deprived), 25% in receipt of Free School Meals and 35% of learners accessing support for an identified additional support need.

We have a team of 81 teaching staff to support our curriculum delivery. In S1-3 learners benefit from a wide-ranging curriculum covering all areas of the curriculum with limited choice introduced in S2 and further choice in S3. In the Senior Phase, S4 learners opt to study 7 subjects, followed by 5 subjects in S5, and 4 subjects with leadership opportunities in S6.

Our achievements and improvements this year.

2022-23 was another productive and positive year in Cathkin High School. Our whole school improvement plan is designed to meet our needs as a whole school community and ensure we continue to drive change forward in pursuit of excellence.

Our Improvement plan focussed on 4 key areas; Learning and Teaching, Health and wellbeing, Self-evaluation and Professional Learning and Vision and Values.

Learning and Teaching

A major focus over the past year has been to ensure learners individual needs are met in the classroom. Staff across the school have developed resources in order to differentiate the curriculum, providing an accessible path way for all learners. Staff have also embedded Nurturing principles and attachment informed practice into their classrooms, promoting positive relationships and supporting young people to be ready to learn.

We have expanded our curriculum further by continuing to introduce Level 5 and Level 6 NPA courses in order to widen access and encourage learners to stay in school until the end of S6. One very successful example of this was the introduction of Level 6 Sports Leaders. With a huge uptake, Learners embraced the opportunity to lead sport in our associated primary schools. Our learners gained invaluable experience and our primary pupils enjoyed the experience immensely.

As well as expanding our individual subject curriculum offer, departments across the school have been developing their curriculum to include skills for learning, life and work as well as introducing links to business. An excellent example of this is the work led by the creative arts team introducing learners to wide range of careers through business partners visiting the school, engaging learners in hands on activities such as designing for the clothing industry, and designing an exhibition for the David Livingstone Museum.

Educational trips have also been a big part of our curriculum improvements this year and have included the following:

- BBC Scottish Symphony Orchestra,
- Celtic Connections
- Theatre trips
- BBC Studios to learn about sound technology

- Rowing at Clydesdale Rowing Club, Glasgow Green
- Climbing Tinto Hill
- Singing at a local Dementia Café
- Sustainability conferences
- Duke of Edinburgh

and many more extra-curricular trips and activities.

We are incredibly proud of the recognition we received with a Digital Schools Award and Digital Wellbeing Award. These awards recognise the extent to which digital learning plays a crucial and innovative part in our curriculum and how well learners are prepared to keep themselves safe online.

In terms of attainment and achievement we have continued to focus on maximising opportunity for learners and celebrating successes through our annual prize giving awards ceremonies. It is clear to see how invested our young people are in their own development through the wide range of achievements recognised.

By introducing a robust tracking and monitoring system for senior phase learners, we were able to identify early when pupils were veering off track and put supports in place. With over 300 supported study sessions in place, our learners had targeted support available throughout the year.

Our S3 BGE learners rounded off their BGE experience with extremely encouraging attainment data. 92.5% of learners in Maths achieved Level 3 Numeracy along with 87% of learners achieving level 3 literacy. We are delighted with 73% of S3 learners achieving level 4 Numeracy and 70% achieving level 4 literacy – this is a very encouraging start as learners begin their senior phase experience.

Our SQA data this year did not disappoint and showcased the hard work of learners and staff.

S4 Based on S4 roll	
5 @ Level 5	48.44%
3 @ Level 5	68.75%
1 @ Level 5	90.1%
5 @ level 4	84.38%
5 @ Level 3	90.1%

S5 based on S5 roll	
5 @ Level 6	25.68%
3 @ Level 6	58.78%
1 @ Level 6	73.65%

S6 based on S6 roll	
1 @ Level 7	41.74%
5 @ Level 6	70.43%
3 @ Level 6	90.43%
1 @ Level 6	96.52%

Health and Wellbeing

Health and wellbeing remained a central focus of our work in session 22-23. All staff took part in PPRUDB training (promoting positive relationships and understanding distressed behaviour) and actively used the strategies learned. The resulting impact has seen improved behaviour across our school with a significant reduction in exclusions from school. Differentiating approaches to supporting positive behaviour not only improved the learning experience for individual learners but for all learners across the school.

We continued to develop our in-house Stage 2 supports and were very fortunate to have a large group of staff who volunteered to support the vast array of interventions in place. Our Stage 2 supports have proven to be invaluable in supporting young people to access school, build their confidence and improve their general wellbeing.

Utilising our Pupil Equity Fund, we enhanced our counselling offer and invested in a wellbeing worker to support young people and prevent the need for intensive counselling.

Gus, our assistance dog, gained his formal qualifications and successfully worked with many of our young people over the course of the year. This opportunity supported young people to enhance their communication skills, improve their reading and helped young people regulate their emotions when in a heightened state.

Mental health featured highly on the agenda this year and with the support of our Pupil Council we raised awareness of supports available for young people.

Promoting inclusion is a vital part of our work in Cathkin and our young people excelled in leading anti-racist assemblies for all pupils. These messages were further reinforced in PSE through input from our Campus officer.

Our equalities School Improvement Group led the whole school in being awarded the LGBT Silver Charter. This is a huge achievement and one that recognises the inclusive ethos we promote in Cathkin High every day.

Self-evaluation and Professional Development

We recognise that in order to continuously improve we must be thorough and rigorous in our self-evaluation of current provision.

22-23 seen the introduction of a BGE Collaborative with Stonelaw High School and Trinity High School. Bringing all staff from the 3 schools together at Cathkin offered an incredible opportunity to share good practice and coordinate our approaches to learning, teaching and assessment. Providing time and space to reflect supported staff to evaluate and plan for improvement.

Working with Faculty Heads, we now have a Self-evaluation for Self-improvement policy in place and faculties have developed plans for self-evaluation which are incorporated into their improvement plans.

Our pupil council were also involved in developing our approaches to self-evaluation. Spending a whole day training with Education Scotland, our Pupil Council have a greater understanding of How good is OUR school? And the role they will play in supporting improvement going forward.

High quality professional learning supports our staff to deliver the best service for our young people. Our year started with an inspiring in-service input from Sir John Jones on "The Magic Weaving Business". Staff were motivated to continue to work as creatively as possible to meet the needs of all learners. Throughout the year an extensive programme of training was put together for staff across the school to access. Further developing our leadership capacity, Faculty Heads began a year long professional learning programme focussing on improving learning and teaching. The feedback so far has been very positive and we are initially working on improving consistency across all our classrooms.

Over the year we visited two faculties, Languages and Health and Wellbeing for a "Closer Look". Visiting all classes in each faculty during a full week each to speak to learners and meeting with staff as well as utilising data available we were able to report on the areas of good practice and plan for further improvement.

We opened our doors to parents to visit the school during the working day. Feedback again was incredibly positive with all parents commenting on the calm learning environment around the school. We are looking forward to more visits.

Vision, Values and House Groups

One of the most important parts of our plan for session 22-23 was to establish a new school, set of values and house names. The timing was right post covid and with significant changes to the school leadership team. Following extensive consultation with learners, parents and staff along with the support of the Vision and Values project board we were delighted to announce our new school vision at the end of session. *Achieving excellence together: Preparing for life's adventures*. This perfectly sums up the purpose of our work as a community every day.

To support our vision, we developed a new set of core school values. Through extensive consultation again we were able to agree five values which we will actively promote in our young people every day. *Ambition, Discovery, Included, Kindness and Resilience*.

Following feedback from learners that our original house names were no longer fit for purpose as they did not reflect our school community, pupils embarked on a thorough process to decide new house names. The first task was to narrow down a theme, followed by finding individual names. After many stages of voting our house names have been decided and are: *Arran, Barra, Jura, Skye and Tiree*.

Overall

The vast majority of the work we do is centred around our improvement priorities, however school experience for our learners is so much more than this. 22-23 was a year filled with fun activities, opportunities to grow and develop and of course learning. Our young people enjoyed school events, many of which were organised by our S6 pupils. Having fun is an important part of school life, our young people embraced all opportunities but also went above and beyond by raising a lot of money for local charities and our school fund.

With over 40 extra-curricular clubs available each week, our young people got involved and tried new things, learning about themselves and hidden talents they didn't know that had. Our sports teams represented our school community with pride winning many competitions. Our Basketball teams swept the floor, winning every competition in all age ranges across South Lanarkshire – a first for Cathkin High!

22-23 finished on a high with an outstanding school show, Little Shop of Horrors. This brought our whole school community together with sell-out performances being a hit with all who came to see. Our learners and staff went above and beyond making it an incredible experience that will be fondly remembered by the young people involved.

Here is what we plan to improve next year.

23-24 is the third year in our 3-year plan. Our overall priorities remain unchanged but the focus within each area has evolved based on the progress made in the previous two years. Full detail can be found in our School Improvement Plan but some of the highlights for session 23-24 include:

Learning and Teaching

Learning and Teaching has a much greater focus this year as we strive to realign expectations and prepare for the return of SQA courses back to pre-covid.

To support staff in continuing to develop their teaching pedagogy, we have a full year programme of training. The purpose of which is to develop much greater consistency across all classrooms in order to improve pupil experience and ultimately the quality of learning.

We will continue to diversify approaches to meet learner's needs as well as remain focussed on improving our literacy and numeracy outcomes for learners. A specific focus this year in terms of literacy is listening and talking.

By introducing a skills framework across the whole school we aim to support skills development across the curriculum. This will be supported by embedding the Career Education Standard in to curriculum design to support improved partnerships with the world of work.

Wellbeing

In session 23-24 we are committed to enhancing our Child's Plan processes, this includes further development of assessing the needs of young people and planning staged interventions.

Providing a safe learning environment for all remains a priority and we will continue to develop our Nurturing approaches across all classrooms. We will embed our Ready, Respectful, Safe rules this year and use these as a teaching aid to maintain the positive behaviour around the school.

Promoting positive mental health continues to be a priority this year. Introducing a breakfast provision for any pupil who needs it will ensure learners have the best start to their day.

Creating Mental Health Ambassadors and making use of the SHINE resources will enable us to support many more young people at the earliest stages of requiring help.

We will continue to support and challenge young people to be inclusive. Our focus this year will centre on eradicating hate speech from our community. Our pupil council will play a crucial role in this target.

Self-evaluation and Professional Development

Self-evaluation remains a crucial element of our work as it supports our planning for improvement.

In 23-24 we are looking forward to strengthening our partnership working with Stonelaw and Trinity High schools as we progress our moderation work through the BGE Collaborative.

To ensure our learners across the whole school are performing in line with expectations we will introduce a BGE tracker and further embed our senior phase tracker.

We have developed our Closer Look programme which has now evolved into a Faculty Focus. This activity allows leaders in the school to support individual faculties in recognising what is working well and what the next steps for improvement are. This year we will be visiting Maths and Humanities.

All faculties will develop a robust programme of self-evaluation activities throughout the year to support improvement planning.

Again, this year we continue to invest heavily in staff development. We know that the best asset we have to improve outcomes for young people are our teachers and ensuring they are as skilled as possible to meet the needs of our learners is of paramount importance. We have a full and varied programme of professional learning planned for the year ahead and principal teachers are undertaking intensive professional learning focussing on Leading Learning and Teaching.

Vision, Values & House Groups

In 23-24 our work in this area will focus on embedding our new vision and values and creating house identities. The success of this work will be evident when our values permeate all aspect of work and our whole community is pulling in one direction to reach our vision. Our Pupil Support team and House Captains have lots of activities planned to encourage learners taking pride in being part of each house team.