Calderglen High School’s Journey
School Context

• 2 schools merged in 2007 to form 1 big school of 1860 pupils
• Current school roll is 1460
• Campus school with Sanderson High – for 100 pupils with moderate to severe needs
• 182 Pupils with additional support needs including ASD, dyslexia, ADHD and other learning issues.
• An increasing number of pupils with social, emotional and behavioural needs...
National Context

• 2010 – 2016 - Year on year change in Scottish Education system
• Focus on covering/embedding outcomes rather than pedagogical practices
• New National Qualifications – new courses and assessments at every stage
• Increasing awareness of impact of deprivation on attainment and achievement
Challenges at outset of this project

Address innovation fatigue in staff to be able to meet the needs of all pupils and continue to provide a highly innovative and engaging curriculum.

Examine which pedagogical approaches, new or current, are raising achievement.

Close the attainment gap for most disadvantaged pupils and those likely to disengage.
National Supports

Curriculum for Excellence
• Flexibility to schools, bespoke provision
• Holistic development of the child
• Child at the centre
The Scottish Context for Education and Inclusive Practice

- Scotland's Delivery Plan for Education
- National Improvement Framework
- National Improvement Hub
- Legislation and Policy
- Scottish Attainment Challenge
- Insight Benchmarking Tool
- How Good is Our School 4 (HGtOS4)
- Developing the Young Workforce
- GTCS Professional Standards
So what have we learned?
Consider your culture – is it a RA4A culture?

• Vision & Values
• Strategic & Operational references to RA4A which are:
  • Clear
  • Constant
  • Strong
  • Permeating
  • Acted on – Policy in Action
What did this lead to?

- Gradual but noticeable change of mindset in staff and pupils
- Increasing examples of staff automatically beginning to look through a more inclusive lens
- A focus on outcomes to ensure achievement for all
- Staff engaging in opportunities to gain knowledge and skills to identify and remove barriers to ensure equity for all
So what else have we learned?
RA4A-proof your Systems

• Priorities & Improvement Planning
• Curriculum Organisation & Design
• Self-Evaluation – Outcome-focused
Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy

- Calderglen High School SCQF 4
- Virtual Comparator SCQF 4
- Calderglen High School SCQF 5
- Virtual Comparator SCQF 5
So what else have we learned?
• RA4A-proof your human resources

Equip, Empower & Collaborate:

• Teachers
• Pupils
• Parents
• Partners

Let them all lead
So what else have we learned?
RA4A-proof your Decision-Making

- Curriculum Organisation & Design
- Timetable
- Equipment
- Budgets
- Staffing Appointments
So what else have we learned?
RA4A-proof your thinking

Flexibility
Thinking out the box
Bespoke solutions
Extending & increasing partnerships

Collaborate  Collaborate  Collaborate

Partnership working to improve literacy
So what else have we learned?
RA4A-proof your professional training

Initial teacher training
Newly Qualified Teachers
Responsibility of All Teachers
New Teachers to your school
Parents & Partners
Equipping all for better RA4A outcomes
So what else have we learned?
RA4A-proof learning experiences

- Keep barriers down
- Look for emerging barriers
- Flexible solutions are a must
- Digital solutions are increasing
- Innovative approaches engage staff and pupils well
- What in the curriculum is working?
Digital Solutions - Impact of Social Media

• Sharing Success
• Celebrating Achievement
• Promoting a Positive Ethos
• Interacting with Parents and Partners
What teaching approaches are supporting RA4A?
What teaching approaches are supporting RA4A?
Are we there yet?
What Next?

• Spotlight on pupils with emotional and behavioural needs, particularly with regards to attendance and participation
• Teachers engaging more with research and professional reading through the RAFFORA
• Increased use of digital solutions to RA4A
• Working cross-sectorally to engage disengaged parents early
• Building growth mindset capacity across the learning community and with pupils and parents to develop resilience and emotional literacy
“We are Calderglen”

“S e sinne Glinn Challdair”

Confident, Responsible, Contributing, Successful Learners