

7 June 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of Clyde Valley High School, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out a visit to Clyde Valley High School. Our engagement helped us learn more about how young people and their families, have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support young people's health and wellbeing, learning and progress. We discussed with the supporting headteacher and local authority officer the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

### **Supporting children, young people and families through COVID-19**

The senior leadership team in the school had been at the start of their improvement journey at the onset of the pandemic. They were beginning to look at plans to improve many areas of the school. The pandemic changed the focus for some time, but staff continued to aim for a path of improvement.

During both periods of remote learning, the immediate focus for staff was to ensure support was available for young people. Staff worked well together to ensure digital access for all young people. Additional resources were also made available locally for those who needed them.

The current situation remains challenging because of the ongoing high rate of absence amongst staff and young people due to COVID-19. The senior team are working hard to make sure teaching and learning continues. Staff are working towards an agreed model of high-quality learning and teaching. This will support their aim of reducing gaps in young people's learning and raising attainment for all.

### **Progress with recommendations from previous inspection**

The supporting headteacher joined the staff of Clyde Valley High School on a part-time basis in September 2021. He quickly established a rapport with the school community. He developed a plan to move the school forward and has shared the aims of this plan with everyone in the school.

The supportive leadership style of the supporting headteacher is setting high expectations across the whole school. All staff have been involved in planning targets for improvement in areas such as relationships, inclusion and attainment. The supporting headteacher recognises that the next step is to involve parents more fully in driving school improvement. Relationships across the school, amongst pupils and with staff, have improved. Almost all

young people note a positive improvement in how they are treated and in the ethos of the school.

The newly formed pupil parliament is supporting young people to participate in many areas of school life. Staff have plans to further extend the reach of this group so that young people are able to participate in decision-making about their learning. Further leadership opportunities exist for staff and are emerging for young people though a plan to reduce the poverty related attainment gap.

While wellbeing and inclusion now feature in departments the school should consider a whole school wellbeing programme and continue to monitor the implementation of the relationships policy. The ethos within the inclusion base has improved and young people are more aware of the potential support.

Teachers are working together to make plans to improve the classroom experience. They are beginning to involve young people in planning their own targets for learning. The improvement in relationships is helping to support a calm classroom environment. This in turn is enabling young people to settle well and to learn. Teachers talk to pupils about their learning and explain the purpose of each lesson. This is beginning to help pupils to understand their own progress.

All staff are working towards an agreed approach to providing high-quality teaching and learning. This will support young people to make progress by working at a level that is appropriate for them. Staff are also undertaking additional training about the types of support that young people might need to help them overcome any difficulties in their learning. There are early improvements in the ways young people are supported to overcome difficulties in their learning.

Staff are taking positive steps to raise attainment for young people. Staff provide learning targets to all young people at regular intervals. There are now more effective systems to check on a regular basis whether young people are making progress in their learning. Whilst at the early stages, there has been progress in a number of attainment measures. Senior leaders are clear that they need to continue to improve attainment for young people at Clyde Valley High School.

### What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are prioritising their plans to support recovery. As a result, the school needs more time to take forward the recommendations from the original inspection. We will also carry out another visit to the school within one year of the publication of this letter. When we carry out another visit, we will write to you informing you of the progress the school has made.

Ann Floyd  
HM Inspector