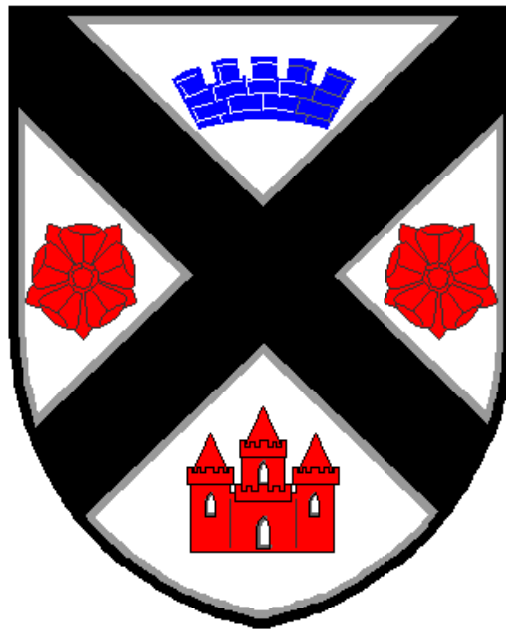


Gleniffer High School



OUR VISION

Session 2016 - 2017



VISION

Gleniffer High School has a clear set of aims, expectations and core values, all of which have been written in consultation with pupils, parents and staff (see appendices). In addition to this, we have set out a clear vision on the road to improvement which covers our short and long term aspirations and encompasses the results of our self evaluation processes.

As an authority and as a nation, this idea is already set before us in the form of the Education Scotland publication 'The Journey to Excellence'. However, as a school we may be similar to other establishments in many ways but we are also unique in our own way and it is with this view that Gleniffer High School sets itself apart in developing an agreed vision and an achievable vision for the future. A vision that is 'Our Vision'

The development of what should be contained within the school's vision comes from Education Scotland's 'Journey to Excellence' and from what we have previously agreed and have in practice within the school.

Education Scotland 'Journey to Excellence'

The 10 dimensions of an excellent school in the original publication of 'Journey to Excellence' have now been further developed into 5 broad areas of excellence. These areas relate to key processes within schools, pre-school centres and services for children, which have a positive impact on the quality of learning they experience and the outcomes they achieve.

These broad areas are:

- **Learning and teaching**

'Learning and teaching is the core business of schools and other centres of learning.'

Schools must ensure that children and young people have the highest quality learning experiences. A clear focus on outcomes for young people is essential, with lesson and programme planning that helps learners achieve to their fullest extent.

These learning and teaching aims lie at the very heart of Curriculum for Excellence.'

- **Vision and leadership**

‘Vision and leadership focuses on developing a common vision and fostering high quality leadership at all levels.

Schools and centres must develop a shared vision to ensure a common purpose and a focus on preparing young people for the future.

Leadership should focus on the core business of learning and teaching. Great leaders have a deep understanding of change and how to guide and manage change that leads to improving outcomes for young people.’

- **Partnership**

‘Partnership explores the opportunities for schools and centres to work with other agencies, the community and parents to improve learning and teaching.

Schools must be proactive in developing partnerships with the community and other agencies which help meet the learners' needs.

Parents also have a key role to play in the success of Curriculum for Excellence and what it can bring to their children. Therefore the special relationship that schools have with parents must be developed, enabling parents to be actively engaged in the life and work of the school.’

- **People**

‘Excellent schools and centres involve their whole school community in reflecting on their life and work, and in seeking challenges for the future.

They must openly value people by ensuring that everyone involved is able to influence future development and direction.

Through self-evaluation and reflection, excellent schools build the capacity of the whole school community, ensuring that learners, parents and staff are fully engaged in its development.’

- **Culture and ethos**

‘All schools and centres need a vibrant and progressive culture and climate of continuous innovation.

The culture and ethos should promote respect as well as healthy and productive attitudes towards learning, life and work.

Schools must also develop an ethos of ambition and achievement, striving for the maximum for every learner.’

Our Vision

During the course of the coming session the school will embrace the 5 broad areas within 'A Journey to Excellence' while continuing to develop and promote the vision statements as agreed by the school community.

'Our Vision' is detailed below:

- **To provide a safe and welcoming school**

Gleniffer High School should be safe and secure; it should be a school which is well maintained, clean and welcoming to regular users and visitors alike. A school in which all users have access to teaching areas which are bright, inviting and conducive to high quality teaching and learning. It should also be a school in which staff are happy to work and where pupils enjoy learning.

- **To raise and maintain expectations and standards**

There are a number of key expectations which we must continually drive forward with consistency and regularity:

Attendance and punctuality- the recording of period by period attendance and punctuality is a legal requirement which must be adhered to by all staff without exception.

Behaviour- responsible and cooperative behaviour is essential to learning and to working together within the school. As a staff we must do everything in our power to ensure that order is maintained in all teaching and social areas within the school campus through adherence to our comprehensive behaviour management policy.

Uniform- we will continue to promote the identity and the work ethic of the school through the insistence of all pupils wearing regulation school uniform (as defined in the school handbook and newsletters) and carrying a school bag.

Work rate- all staff should expect and demand that all pupils work to the best of their ability in every lesson.

Homework- meaningful homework will be issued and recorded regularly and consistently by all departments in accordance with school and departmental policies.

The responsibility of these expectations will be taken on by every member of staff every day and will be promoted in all classes, through year group assemblies and regular communication with parents.

- **To provide the highest quality of learning and teaching in all subject areas**

It is the responsibility of every teacher within every department to ensure that the materials and resources used and the teaching methods employed, are the most appropriate and effective to the age and stage of each pupil in our care. Within our curriculum we must also extend the learning and experiences of our pupils beyond the confines of the classroom to embrace inter-disciplinary and cross curricular working along with the ideals of enterprise, citizenship and health promotion.

The monitoring of learning experience is also the responsibility of both teacher and manager and must be managed through regular observations, discussion and meetings. We must also continue to self evaluate, review and openly discuss with colleagues in and out of our departments, the impact our teaching methods are having on the pupils in our care.

The school policy on classroom observations is central to our development in this essential area and must be used by all members of staff. As teachers we must also display equality and fairness to all our charges, regardless of age or ability, in the time and commitment we give to their academic and personal development.

- **To provide appropriate and meaningful support for all pupils**

It is our responsibility to develop young people into Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. To achieve these four capacities we must address all learning, behavioural and social needs. We must strive to provide appropriate and innovative courses, a flexible and sustainable curriculum and a timetable with opportunities for progression. We must also have in place a comprehensive pupil support network that enhances and supports the behavioural and learning needs of all pupils.

- **To provide professional and personal support for all staff**

The staff body within Gleniffer High School is the greatest single resource available for initiating and supporting the learning and development of our young people. All staff members have the right to work in a harmonious and mutually supportive environment where appropriate and effective management systems are in place to address professional and personal needs. These needs should be supported through continuing Professional Learning, staff welfare and career opportunities. Staff members should also feel valued as colleagues and people and have their work appreciated by pupils, parents, peers and managers. Staff must also be supported and communicated with through times of educational change and development.

- **The promotion and acceptance of our school values**

The core school values of **Co-operation, Friendship, Honesty, Respect, Responsibility** and **Trust** encompass everything we are trying to achieve within Gleniffer High School. The values are shared between staff, pupils and parents and manifest themselves in our teaching, learning, expectations and ambition. Adhering to our values is the responsibility of every member of the school community but as class teachers it is our responsibility to promote them at all times with our young people.

- **To be a successful, ambitious school that promotes high attainment and achievement for all pupils**

Every pupil should be given the opportunity for their academic, physical and social abilities to be developed during their time in Gleniffer High School and for ambitions to be set at achievable levels.

As a school we must aim to have our SQA Insight results data for Literacy, Numeracy, course recorded levels e.g. 5+ level 3 etc. and Positive Destinations above the percentages of our virtual comparator school, Renfrewshire Council and the National figures.

Pupils must also be given opportunities to achieve success through vocational courses, physical activities, creative activities and social experiences.

All of these successes in attainment or achievement should be recognised through school class certificates, letters of praise, positive referrals, bulletins, newsletters, website, social media, award scheme, reward scheme, notice boards, local media, award ceremonies and local and national awarding bodies.

- **To provide opportunities for participation in extra curricular activities**

The school should attempt to provide opportunities for pupils to become involved in the extended life of the school outwith the timetabled classroom. These opportunities allow new skills to be developed and experiences to be learned. They also allow the relationships between teacher and pupil to be enhanced and for the school core values to be taken beyond the school day. Gleniffer High School is very fortunate to have a staff willing to give generously of their time to organise a full and comprehensive range of activities at lunchtime, after school and at weekends. This commitment is also extended to the range of residential trips on offer as well as the Activities Day programme which is open to pupils from S1 to S3.

- **To work in partnership with parents, community members and agencies**

Gleniffer High School values the role parents and the community partners have in supporting the work of the school. Communication with the school is essential to allow these relationships to progress and develop. The work of the Parent Council and the Parent Teacher Association allows the school to work closely with parents in both the improvement agenda and fund raising initiatives. Both of which are essential in the promotion of achievement.

Gleniffer High School also works closely with external agencies that support and compliment the work of the school and improve the learning of our pupils. This is most obvious in the ongoing work of the Extended Support Team, the Skills for Work (Employability) programme and through the Student Volunteer Programme. The school also has a role to promote its work and values within the local area and to develop close empathy with residents and community groups.

- **To create a positive climate of self evaluation and reflection**

It is important that we create and develop effective systems to self evaluate our teaching and learning within the school and to analyse our performance and results to ensure that we are continually striving for improvement. Opportunities to lead improvement and evaluate policies and performance are open to all staff through the collegiate working groups and staff volunteer programme.

Our methods of self evaluation, which are detailed in the school's Quality Assurance calendar, will include the school Quality Assurance policy on self evaluation of Education Scotland HGIOS quality indicators, department reviews, classroom monitoring, results analysis, school policy review programme, management meetings, pupil focus groups, parent focus groups, staff focus groups and Education Scotland annual questionnaires. It will also include the accreditation to the Customer Service Excellence Award (The Government Standard) and planning for school reviews and inspections.

Appendices (Aims, Expectations and Values)

Our aims

Gleniffer High School aims to:

1. Provide a high quality curriculum which is appropriate, balanced and stimulating for all pupils.
2. Ensure that all pupils achieve their highest level of attainment
3. Develop and improve the quality of Learning and Teaching to meet the needs of all pupils.
4. Provide appropriate support for all pupils in personal, social, curricular and vocational development.
5. Create a welcoming, caring and safe environment for all users
6. Make best use of available staff, resources, accommodation and school finances.
7. Maintain a high standard of management and leadership

Our Expectations

Pupil expectations:

- To have a clean and welcoming school
- To be safe in school
- To be treated fairly and consistently
- To enjoy classes and be well taught
- To have achievements rewarded

Parent / Carer expectations:

- To have a safe, secure, clean and welcoming environment.
- To have an education of the highest quality
- To have well behaved pupils willing to participate in the life of the school
- To have friendly and approachable staff
- To have pupil / teacher relationships based on mutual trust
- To have good communication between school and home
- To have pupil achievements recognised and rewarded

Staff expectations:

- Pupils should arrive on time for school and classes
- Pupils should accept responsibility and work to the best of their ability
- Pupils should come to school with all the necessary equipment for learning
- Pupils should respect teachers, other pupils and the school community
- Pupils should be well behaved, well mannered and self disciplined
- Pupils should participate fully in the life of the school

Our Values

- Co-operation
- Friendship
- Honesty
- Respect
- Responsibility
- Trust

Our Strapline

‘Believe and you will achieve’

