



Renfrewshire Council Children's Services

Gleniffer High School Improvement Plan

2018-2019

Planning framework

As part of Children's Services, Gleniffer High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children's health and wellbeing; and**
4. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Our school's Vision, Values and Aims

Our School Vision, Values and Aims are currently under review. We will be consulting young people and inviting parents and carers to be part of this review throughout the first term.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, staff, parents and external partners, including Educational Psychology. We used a variety of methods of getting the views of those who are involved in the life and work of Gleniffer High School such as focus groups, consultation meetings, Student Council meetings, Education Scotland questionnaires and ongoing feedback from partners.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.
Quality Improvement Visits,

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include: monitoring and tracking data (achievement, attainment, attendance, exclusions), pupil focus groups and questionnaires, staff focus groups and questionnaires, parent/carer focus groups and questionnaires

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff



Our Three Year Strategic Priorities and Actions

National Improvement Priority	GHS 3-year Strategic Priorities	2018/19	2019/20	2020/21
Improvement in attainment, particularly in literacy and numeracy.	Improve attainment and achievement through wider accreditation.	Investigate cross-curricular links, which will increase accreditation in Senior Phase and skills development in BGE.	Initiate cross-curricular accreditation where possible in the Senior Phase.	Initiate additional accreditation where possible in the BGE.
Improvement in children and young people's health and wellbeing.	Support and improve wellbeing of the school community.	Introduce whole school nurturing approaches to GHS. Relaunch restorative practice. Increase use of wellbeing indicators across the whole school.	Develop whole school nurturing approaches (PEF). Develop GHS Positive Relationships Policy. Create opportunities for young people to assess their own wellbeing.	Develop targeted nurture programme (PEF). Implement GHS Positive Relationships Policy.
Closing the attainment gap between the most and least disadvantaged children.	Use of school data to measure and predict progress and identify gaps in learning journeys.	Develop whole school tracking system to measure progress across the curriculum, in wider achievement and in wellbeing. (SAC)	Use whole school tracking data to monitor and predict pupil attainment from BGE to Senior Phase and identify pupils at risk of missing wider curriculum. (SAC)	
Improvement in attainment, particularly in literacy and numeracy.	Improve outcomes of learners through a planned approach to develop Literacy, Numeracy and Health.	Develop three-year HWB, literacy and numeracy strategies.	Implement Year 1 of three-year strategies.	Implement Year 2 of three-year strategies.
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	Increase the number of young people entering positive and sustained destinations.	Develop 16+ tracking system to identify pupils most at risk of failing to achieve a positive destination. Implement early intervention programme for young people most at risk of failing to achieve a positive destination.	Use 16+ tracking system to identify appropriate support programmes and work experience for cohorts of pupils and individuals.	

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Action Plan

School priority 1: Improve attainment and achievement through wider accreditation.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2	1.3 3.2 3.3	Investigate cross-curricular links, which will increase accreditation in Senior Phase and skills development in the BGE.	E Feggans ANO?	Departments will know how pupils can be accredited for SQA or other awarding body units and awards via other departments or work taking place in or out of school.	<p>Qualitative</p> <p>Professional dialogue between leads and departments. (Ongoing)</p> <p>SQA planning (May 2019)</p> <p>Curriculum review meetings will evidence where wider accreditation or achievement can be managed. (May 2019)</p> <p>Quantitative</p> <p>Increased number of units/courses planned for session 2019-20. (March 2019)</p>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information
(PEF) denotes interventions/activities funded through Pupil Equity Funding

School priority 2: Support and improve the wellbeing of the school community.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2	1.3 2.4 3.1	Introduce whole school nurturing approaches to GHS.	A Sangster ANO	<p>All young people will benefit from nurturing approaches used by caring and well-trained staff.</p> <p>Young people will experience a calm and nurturing environment, which will allow them to flourish in their learner journey.</p> <p>Staff will understand the nurture principles, and ACEs, and be able to use approaches, which will support the emotional development of learners.</p>	<p>Qualitative</p> <p>Nurture readiness questionnaire (Aug 2018)</p> <p>Pupil feedback via departments. (Ongoing)</p> <p>Parent focus groups and questionnaires. (Ongoing)</p> <p>Quantitative</p> <p>Education Scotland questionnaires will report an increase in pupils feeling included in GHS in comparison with May 2018. (May 2019)</p> <p>Education Scotland questionnaires will report a reduction in pupils experiencing bullying in GHS in comparison with May 2018. (May 2019)</p> <p>Reduction in exclusions by 10%. (June 2019)</p>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information
(PEF) denotes interventions/activities funded through Pupil Equity Funding

4	1.3 3.1 2.4 2.5 3.1	Increase use of wellbeing indicators across the whole school. (PEF)	<i>PT Pastoral (TBC)</i> ANO	<p>All young people will be familiar with wellbeing indicators and be able to use them to describe their wellbeing. (PEF)</p> <p>The school community will use wellbeing indicators to measure their own wellbeing allowing for an increased focus on strategies to support the health and wellbeing of all stakeholders. (PEF)</p> <p>S1 pupils and their parents will engage in meaningful dialogue with Wellbeing Coaches to assess SHANARRI indicators.</p> <p>S2-S6 pupils will experience a wellbeing conversation with Wellbeing Coaches ensuring we identify specific areas of concern for individuals.</p>	<p>Qualitative</p> <p>Use of SHANARRI indicators throughout school.</p> <p>SHANARRI indicators visible around the school.</p> <p>Quantitative</p> <p>Unauthorised absence reduced by 2% in comparison with June 2018. (June 2019)</p> <p>Reduction in exclusions by 10%. (June 2019)</p> <p>Number of S1 family engagement meetings completed - baseline. (June 2019)</p> <p>Increased offer of activities and supports to improve wellbeing. (Pupils and staff.) (June 2019)</p>
---	---------------------------------	--	---------------------------------	---	---

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

(PEF) denotes interventions/activities funded through Pupil Equity Funding

2	1.3 3.1	Relaunch restorative practice across the whole school.	A Sangster L McBride	<p>Young people will develop their role as responsible citizens within the school community and beyond because of practising restorative conversations.</p> <p>Staff communication and relationships with young people will develop through restorative training, leading to an increased sense of responsibility across the school and empowerment for staff.</p>	<p>Qualitative</p> <p>Evidence of improving self-regulation amongst young people.</p> <p>Increased feeling of empowerment amongst staff.</p> <p>Quantitative</p> <p>Education Scotland questionnaires will report a reduction in pupils experiencing bullying in GHS in comparison with May 2018. (May 2019)</p> <p>Reduction in exclusions by 10%. (June 2019)</p>
---	------------	---	-------------------------	--	---

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information
(PEF) denotes interventions/activities funded through Pupil Equity Funding

Action Plan

School priority 3: Use of school data to measure and predict progress and identify gaps in learner journeys.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
4	1.3 2.3 3.1 3.2	Develop whole school tracking system to measure progress across the curriculum, in wider achievement and in wellbeing. (SAC)	E Feggans N Crawford	<p>Staff will have a comprehensive overview of pupil achievement in BGE, and working grades in the Senior Phase, across their range of subjects.</p> <p>Attainment and achievement of all pupils will improve.</p> <p>Moderation activity will be naturally occurring within curricular areas as consistent data is gathered.</p> <p>Staff will be able to identify pupils who are not participating in extra-curricular, or out of school activities, with a view to encouraging engagement. This will lead to improved HWB and skills development.</p> <p>The introduction of a Wellbeing club each morning will allow targeted pupils to improve their physical and mental health, leading to improvements in achievement. (PEF)</p> <p>Staff will have a clear picture of wellbeing concerns allowing them to intervene and provide appropriate support as required.</p>	<p>Qualitative</p> <p>Tracking system in place (June 2019).</p> <p>Moderation activity at departmental level will have an increased focus on levels of achievement using benchmarks (BGE). (Ongoing)</p> <p>Pupils will be able to identify at least one member of staff who they can approach for support with their wellbeing. (June 2019)</p> <p>Quantitative</p> <p>SQA Measures (based on S4 roll)</p> <p>S4 5@5 = 49% 5@4 = 85% 5@3 = 94%</p> <p>S5 1@6 = 67%</p>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

(PEF) denotes interventions/activities funded through Pupil Equity Funding

					<p>3@6 = 47%</p> <p>5@6 = 18%</p> <p>S6</p> <p>1@6 = 67%</p> <p>3@6 = 51%</p> <p>5@6 = 36%</p> <p>1@7 = 22%</p> <p>Increase in pupils attending extra-curricular clubs or community groups. (June 2019)</p> <p>Increased involvement from community groups with the school.</p>
--	--	--	--	--	---

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information
(PEF) denotes interventions/activities funded through Pupil Equity Funding

Action Plan

School priority 4: Improve outcomes for learners through a planned approach to developing literacy, numeracy and health and wellbeing.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1	1.3 2.2 2.5 3.1 3.2	Develop three-year HWB, literacy and numeracy strategies.	L Chalmers <i>PT Pastoral (TBC)</i> C Giles F Montgomery B McAnena M Walker	Staff will have a clear vision of their role in the development of HWB, Literacy and Numeracy, the responsibility of all areas. Staff will use their subject expertise to identify how they can support the development of the three-year strategies. The school community will have a clear sense of direction in the “responsibility of all” areas.	Qualitative Completion of each strategy. (June 2019) Collegiate group activity. (Ongoing) Launch of strategies with all stakeholders. (August 2019)

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children’s Progress, 5 = School Improvement, 6 = Performance Information (PEF) denotes interventions/activities funded through Pupil Equity Funding

Action Plan

School priority 5: Increase the number of young people entering a positive and sustained destination.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
6	1.3 1.5 2.6 3.1	Develop 16+ tracking system to identify young people most at risk of failing to achieve a positive destination. (PEF)	H Prentice PT Employability	<p>Staff will have a clear indication from primary transition and through each stage, which young people are most at risk.</p> <p>Young people at all stages will have an opportunity to discuss their learning and/or career pathways with a member of staff and will benefit from advice of staff.</p>	<p>Qualitative</p> <p>Tracking system in place. (June 2019)</p> <p>Pupil interviews throughout the session (all stages). (June 2019)</p>
1	1.3 1.5 2.4 2.5 2.6 3.3	Implement a planned early intervention programme for young people most at risk of failing to achieve a positive destination. (PEF)	H Prentice PT Employability <i>PT Pastoral (TBC)</i>	<p>Young people and their families will benefit from 16+ engagement interviews with a key member of staff.</p> <p>Young people and their families will understand the learning and career pathways available to them, leading to informed choices post 16.</p> <p>Young people at risk will be more likely to enter a positive destination post 16 because of individualised support from school.</p>	<p>Qualitative</p> <p>Variety and range of work experience opportunities which are offered and taken. (Ongoing)</p> <p>Quantitative</p> <p>Positive destinations will improve by at least 4%. (Sept 2019)</p> <p>SLDR (Dec 2019)</p> <p>100% parent/carer attendance at in-school post 16 meetings. (Ongoing)</p>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

(PEF) denotes interventions/activities funded through Pupil Equity Funding

					Unauthorised absence reduced by 2% in comparison with June 2018. (June 2019)
--	--	--	--	--	--

*NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information
 (PEF) denotes interventions/activities funded through Pupil Equity Funding*