



GLENIFFER HIGH SCHOOL



STANDARDS AND QUALITY REPORT

June 2018

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2018-2019. I hope that you find it helpful and informative.

Lisa Chalmers

Head Teacher

OUR SCHOOL

Gleniffer High School is a six year non-denominational school in Paisley. The school's main catchment area covers the area of south Paisley and has 5 associated primary schools. The catchment areas comprise of a mix of local authority, traditional and new housing.

The school roll is currently 1117. The school building contains a multi-purpose social area/canteen and assembly hall, a library, games hall, gymnasium and fitness suite. The school is well resourced and learners have access to a range of ICT and audio visual facilities in all subject areas.

Gleniffer High School has a clear vision and a comprehensive set of aims, expectations and values, all of which were agreed through consultation with learners, parents and staff. These are the essence of the ethos and working practices of Gleniffer High School.

OUR 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.

SUCSESSES AND ACHIEVEMENTS

In 2017-18, Gleniffer High School achieved the SportScotland Silver School Sport Award, which recognises the strengths of the school in supporting the development of physical activity amongst young people through extra-curricular activity and the curriculum. We have been able to showcase the achievements of our learners via a celebration booklet, which is available on our website.

Gleniffer High School is very proud of its achievements in supporting local and national charities. This year over 4500 items were donated to Foodbank as well as hundreds of Easter Eggs. The school community also supported Children in Need by raising £2800 and donated in excess of £1000 to local charities. Young people have supported the local community by being involved in a number of litter picks, volunteering in local primary schools, early years centres and care homes.

The Malawi 2018 group have successfully led a number of initiatives such as 50/50 draw, Love Malawi Ball and quiz nights to raise funds, which supports the work they carry out with "Classrooms for Malawi". 31 young people along four staff visited Malawi in June 2018 to carry out another refurbishment project in Dzenza Primary.

Our Mathematics department won the Maths Week Scotland challenge set out by Renfrewshire council as we showed the most innovative ways to promote and enthuse young people about mathematics.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Almost all teachers have taken on leadership roles linked to their skills, interests and the priorities in our school improvement plan. This ensures that we all work collaboratively to improve our school.
- Three teachers are participating in Renfrewshire's aspiring leadership training to develop their knowledge, skills and capacity to lead and deliver school improvement effectively.
- This session we set up pupil leadership groups to provide increased opportunities for young people to play an active role in the school community and to lead improvements across the school. Leadership groups include Pupil Council, Charities, Fairtrade, School Promotion and Health and Wellbeing. Learners also lead school events such as, Remembrance Services, Certificate of Merit and School Show.

Teacher Professionalism

- Almost all staff have participated in our peer observation programme, which affords them the opportunity to visit a range of classes across their own subject department and, in some cases, other departments. This has allowed staff to reflect on their own practice and to learn from colleagues. Staff collegiate time has also been given over to best practice sharing sessions. This is increasingly improving and bringing about greater consistency in learning and teaching across the school.
- Each member of staff participated in the Professional Learning Showcase Event; where eight teachers shared their own skills and knowledge on a range of themes. This provided staff with insights into a range of additional teaching and learning approaches and has helped identify staff expertise in these areas.
- A significant number of teachers have taken on roles with the Scottish Qualifications Authority (SQA). These include markers, verifiers, visiting examiners, item writers, and a deputy principal assessor. As a result, we have been able to use their expertise to upskill other staff with regard to new developments within the National Qualifications frameworks.
- Two of our classroom assistants participated in training to develop their skills in literacy and numeracy. They are now more confident and skilled in supporting young people during literacy & numeracy activities.

Parental Engagement

- Parent focus groups identified strengths and areas for development in school. "Show My Homework" our new online homework software has proven to be a good support for parents, providing information directly from teachers on work to be completed at home.
- A communication document has been written for distribution to parents/carers, which identifies the forms of communication, which can be used to access the school and support young people.
- This session we offered the Parents in Partnership (PIP) programme and workshops for parents/carers on UCAS (Universities and Colleges Admissions Service), college applications and Foundation Apprenticeships. This has impacted positively on parents' capacity to support their child in various aspects of school life.

Assessment of Children's Progress

- In-service activity took place, which focused on moderation activity and use of benchmarks to support teacher judgment on progress in learning.
- In all SQA measures, the school is performing above the Virtual Comparator in S4 and in S5 the school is outperforming the Virtual Comparator in almost all areas.

School Improvement

- Through self-evaluation, we identified the need to improve our presentation levels in SQA qualifications. Robust analysis of SQA data and analysis meetings with departments ensures we are encouraging young people and teachers to be aspirational in target-setting.
- We have worked in partnership with our local authority Education Manager to self-evaluate leadership, learning, teaching, assessment, wellbeing and attainment and achievement. This has helped us to showcase our strengths and identify areas for improvement.

Performance Information

- A new system was introduced to monitor and track individual progress of young people and reduce any gaps in attainment. Strategies for supporting and challenging young people are identified and teachers regularly discuss a variety of assessment evidence gathered. Transition teachers have informed classroom practice, primarily in English, Mathematics and Wellbeing, and provided an additional level of support for learners in reducing the poverty related attainment gap. (SAC & PEF)
- Almost all teachers are more confident about making judgements on achievement of a Curriculum for Excellence level in line with Scottish benchmarks.
- Senior Management Team meet with Principal Teachers to review SQA performance at set points in the session. An increased focus on presentation levels, component marks and linking BGE to Senior Phase

KEY STRENGTHS OF THE SCHOOL

- ✓ The welcoming and inclusive ethos, which celebrates diversity and encourages young people to achieve in a range of activities.
- ✓ A continually improving picture of attainment in both BGE and Senior Phase.
- ✓ Staff commitment to providing high quality learning experiences, which engage and motivate learners.
- ✓ The range of leadership opportunities offered to teachers and learners.
- ✓ A commitment to reducing the poverty-related attainment gap by promoting equity within the school community.
- ✓ Positive relationships between staff and young people.

We believe that we have made very good progress during session 2017-18 and we will use the improvement priorities listed below to build on this progress moving forward.

- **Investigate cross-curricular links, which will increase accreditation in Senior Phase and skills development in the BGE.**
- **Introduce whole school nurturing approaches to GHS.**
- **Increase use of wellbeing indicators across the whole school. (PEF)**
- **Relaunch restorative practice across the whole school.**
- **Develop whole school tracking system to measure progress across the curriculum, in wider achievement and in wellbeing. (SAC)**
- **Develop three-year HWB, literacy and numeracy strategies.**
- **Develop 16+ tracking system to identify young people most at risk of failing to achieve a positive destination. (PEF)**
- **Implement a planned early intervention programme for young people most at risk of failing to achieve a positive destination. (PEF)**

Full details of the school's improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

Gleniffer High School Attainment Trends

Broad General Education

Percentage of S3 Pupils Achieving Third Level or Above

	Listening and Talking	Reading	Writing	Numeracy
2016	54%	54%	48%	66%
2017	97%	97%	98%	98%
2018	95%	98%	95%	83%

Percentage of S3 Pupils Achieving Fourth Level or Above

	Listening and Talking	Reading	Writing	Numeracy
2016	4%	13%	1%	23%
2017	33%	36%	39%	56%
2018	41%	39%	36%	74%

This data shows a steep increase between 2016 and 2017, which reflects the introduction of BGE Benchmarks which are used to support staff professional judgement in ascertaining levels of achievement.

SQA

This data shows the SQA performance of learners at their point of exit from Gleniffer High each session for the last three years. The next update of this data will be available in February 2019.

Leavers' Data	5 +@ Lvl 3	5 +@ Lvl 4	5+@ Lvl 5	1+@ Lvl 6	3+@ Lvl 6	5+@ Lvl 6	1+ @ Lvl 7
2015	94.32%	84.72%	53.28%	58.08%	38.43%	24.02%	16.59%
2016	96.46%	87.37%	64.14%	67.17%	49.49%	32.32%	20.71%
2017	95.52%	87.44%	64.57%	67.26%	51.57%	34.98%	19.73%

This data shows the SQA performance of learners in the SQA diet of the session. 2018 data is still to be finalised.

Cohort Data	S4			S5			S6
	5 +@ Lvl 3	5 +@ Lvl 4	5+@ Lvl 5 A-D	1+@ Lvl 6 A-D	3+@ Lvl 6 A-D	5+@ Lvl 6 A-D	1+ @ Lvl 7 A-D
2016	97.69%	87.50%	45.37%	60.27%	39.73%	15.63%	18.14%
2017	91.75%	82.52%	46.60%	64.98%	44.70%	15.67%	19.91%
2018	91.48%	83.52%	53.98%	64.08%	45.15%	22.82%	23.61%

2017-18 IN A NUTSHELL

