Renfrewshire Council Children's Services

Gleniffer High School
Improvement Plan

2019-2020

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

Gleniffer High School is committed to providing a high quality education in a caring and welcoming environment. It is our belief that the wellbeing of all young people promotes self-worth, confidence, and self-esteem, leading to high quality attainment and achievement.
In Gleniffer High, we will work with all our stakeholders to promote wellbeing and ensure that our learners have the opportunity to thrive in a stable school environment, which will support their progress, prepare them for life beyond school and make our community a great place to live.

Our Core Values	**Aims**
Acceptance	**We as a community understand the importance of promoting diversity and believe there is no such thing as a minority. We accept that there should be an equal balance of hard work and personal development.**
Ambition	**We are self-motivated and driven to do our best in learning and life. We support each other to reach our goals. We are passionate about achieving in the classroom and beyond.**
Nurture	**We provide support and care for both pupils and staff. Our school is a safe place, which helps everyone develop and learn.**
Respect	**We, as pupils and staff, respect and accept every person's opinions, beliefs and cultures to create a welcoming and accepting atmosphere. We demonstrate respect in all aspects of our lives and our open mindedness allows us the freedom to broaden our horizons.**
Trust	**Our community understands trust is built and works both ways. It creates a safe and warm environment where compromise and self-belief are encouraged.**

"Learning today for a better tomorrow."

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.

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.	Expand wider achievement curricular offer in 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). Relaunch restorative practice. Increase use of wellbeing indicators across the whole school. Develop targeted nurture programme (PEF).	Develop GHS Positive Relationships Policy. Create opportunities for young people to assess their own wellbeing.
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.
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

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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 2.2 3.2 3.3	<u>**Carry Forward**</u> **Investigate cross-curricular links, which will increase accreditation in Senior Phase and skills development in BGE.**	E Feggans Principal Teachers	Departments will have an understanding of how pupils may be accredited for SQA, or other awarding body, qualifications as an addition to normal entries. This could be within departments, across the school or for work taking place beyond school.	*Qualitative* Professional dialogue between link departments **(ongoing session 2019-20).** Curriculum review meetings will evidence where wider accreditation or achievement is being investigated with a view to implementation. **(Dec 2020)**
		Initiate cross-curricular accreditation, where possible, in the Senior Phase.	S Gould	Learners studying in Business & Computing will have the opportunity for further accreditation in a range of units.	Curricular development work **(ongoing session 2019-20).** *Quantitative* Increased number of units/courses delivered in session 2019-20. **(March 2019)** Increase in wider achievement accreditation recognised via Insight **September 2020.**

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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	**Develop whole school nurturing approaches.**	A Sangster G Denny Act PT Nurture Core group staff	All young people will benefit from nurturing approaches used by caring and well-trained staff. Young people will experience a calm and nurturing environment, which will allow them to flourish in their learner journey. Staff will understand the nurture principles, and ACEs, and be able to use approaches, which will support the emotional development of learners.	*Qualitative* Pupil feedback via departments. **(Ongoing session 2019-20)** Parent focus groups and questionnaires. **(Ongoing session 2019-20)** *Quantitative* Education Scotland questionnaires will report an increase in pupils feeling included in GHS in comparison with May 2019. **(May 2020)** Education Scotland questionnaires will report a reduction in pupils experiencing bullying in GHS in comparison with May 2019. **(May 2020)** Reduction in exclusions by 10%. **(June 2020)**

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4	1.3 3.1 2.4 2.5 3.1	**Develop targeted nurture programme. (PEF)**	A Sangster PT Nurture	Young people who will benefit from a targeted nurture programme will be identified, given individualised support and engaged in curricular alternatives, which will improve their feelings of wellbeing.	*Qualitative* Nurture Base will be set up and resourced. **(August 2019)** Staffing will be in place to run the programme. **(August 2019)** Pupil timetables will be in place and curricular programme planned for each term. **(August 2019, December 2019, March 2020)** *Quantitative* Completed Boxall Profiles **(August 2019)** Boxall Reviews **(June 2020)** Attendance rates of target group in comparison with primary rates. **(June 2020)**

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2	1.3 3.1	**Carry Forward** **Relaunch restorative practice across the whole school.**	A Sangster L McBride	Young people will develop their role as responsible citizens within the school community and beyond because of practising restorative conversations. Staff communication and positive relationships with young people will develop through restorative training, leading to an increased sense of responsibility across the school and empowerment of staff.	*Qualitative* Evidence of improving self-regulation amongst young people. Increased feeling of empowerment amongst staff. *Quantitative* Education Scotland questionnaires will report an increase in young people feeling they are treated fairly and with respect by all stakeholders in comparison with May 2019. **(May 2020)** Education Scotland questionnaires will report an increase in young people feeling they feel safe in comparison with May 2019. **(May 2020)** Reduction in exclusions by 10%. **(June 2020)**

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| | | Carry Forward

Increase use of wellbeing indicators across the whole school. (PEF) | Wellbeing Coaches | All young people will be familiar with wellbeing indicators and be able to use them to describe their wellbeing. (PEF)

S1 pupils will engage in meaningful conversation with Wellbeing Coaches to assess SHANARRI indicators. This will allow us to traffic light young people's wellbeing and identify where there are issues requiring support. (PEF) | *Qualitative*

Use of SHANARRI indicators throughout school.

SHANARRI indicators visible around the school.

Quantitative

Unauthorised absence reduced by 2% in comparison with June 2019. **(June 2020)**

Reduction in exclusions by 10%. **(June 2020)**

Increased offer of activities and supports to improve wellbeing. (Pupils and staff.) **(June 2020)** |

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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	**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 & PEF)**	E Feggans D Madden C Dalgleish House Captains	Analysis of S3 Levels of Achievement in comparison with S4 SQA attainment will identify patterns which should help staff and young people with learning conversations and target setting. Professional dialogue with whole staff will agree consistency in recording of pupil ratings and achievement within levels. Moderation activity will be naturally occurring within curricular areas as consistent data is gathered. Wider achievement tracking will highlight which pupils are not actively engaged in learning beyond the classroom and allow for conversations with these young people to identify what provision could be made within or out with school and whether PEF could be used to support such activities.	***Qualitative*** New Seemis BGE Tracking tool is being used by all teaching staff. **(Session 2019-20)** Consistency in application of all tracking data will be evident through QA of data and pupil reports. **(Ongoing session 2019-20)** ***Quantitative*** SQA Measures (based on S4 roll) **S4** 5@5 = 49% 5@4 = 80% 5@3 = 96% **S5** 1@6 = 61% 3@6 = 40% 5@6 = 18% **S6** 1@6 = 70% 3@6 = 54% 5@6 = 39% 1@7 = 20%

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					Increase in pupils attending extra-curricular clubs or community groups in comparison with June 2019. **(June 2020)**

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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	**Carry Forward** **Develop three year HWB, Literacy and Numeracy strategies.**	L Chalmers M Foley L Cameron 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 2020)** Collegiate group activity. **(Ongoing session 2019-20)** Launch of strategies with all stakeholders. **(August 2020)**

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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	**Use 16+ tracking system to identify appropriate support programmes and work experience for cohorts of pupils and individuals.**	H Prentice S Marshallsay D Ramsay	Partners will be engaged in supporting groups of young people with particular employability interests. An increase in flexible work experience placements for young people will support the transition to post school destination.	*Qualitative* More flexible approach to work experience will be implemented for target groups of young people. **(ongoing session 2019-20)** *Quantitative* 100% of young people will have participated in a work experience placement by end of S4. **(June 2020)**

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