



GLENIFFER HIGH SCHOOL



STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2019-2020. 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

Following extensive consultation with pupils, staff and parents/carers and a session with a graphic facilitator we have agreed our new Vision, Values and Aims. A competition to create a tag line for the school was voted on by stakeholders.

GLENIFFER HIGH 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 engage 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 and prepare them for life beyond school and make our community a great place to live.



VALUES



AIMS

- We as a community, understand the importance of promoting diversity and believe there's no such thing as a minority. We accept that there should be an equal balance of hard work and personal development.
- 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.
- We provide support and care for both pupils and staff. Our school is a safe place, which helps everyone develop and learn.
- 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.
- Our community understands trust is built and works both ways. It creates a safe and warm environment where compromise and self-belief are encouraged.

TAG LINE

"Learning today for a better tomorrow."



MacKenzie Dickson and Jessica Watts.

Winners of our Tag Line Competition.

SUCSESSES AND ACHIEVEMENTS

In 2018-19, Gleniffer High School achieved the Cycle Friendly Secondary School Award. Cycle Friendly Secondary School supports more pupils to enjoy the benefits of cycling and ride their bikes more often.

Gleniffer High School is very proud of its achievements in supporting local and national charities. This year over 5600 items were donated to Foodbank. Almost £4000 was raised for Children in Need and our four House Charities have each received over £300 this session led by our House Captains and supported by the young people and their families.

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. Our Higher Leadership group have been working alongside charities, which support the homeless. They have been involved in a huge amount of voluntary work and fundraising for the various charities. A joint project with Hillview Care Home and Glenburn Early Years Centre commemorated the end of World War I.

Our attainment in August 2018 was a highlight of the session. The number of young people achieving National Qualifications at all levels increased on previous years.

Our S3 pupils participated in YPI and the school final saw two young people win £3000 for their chosen charity "Finding Your Feet".

A group of S2 boys won the regional Go4Set competition and are now through to the national finals!

Eight members of staff completed Heart Start training.

A comprehensive publication of our pupil and staff achievements is available via our school website.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Almost all teachers are involved in whole school working groups, which are taking forward the school improvement priorities in Health and Wellbeing, Literacy, Numeracy, Attainment, Post School Destinations and Learning and Teaching.
- Other teachers have specific leadership responsibilities such as work experience, activities day and school media. Many volunteer to take on additional duties at departmental level or in the wider school e.g. school shows and concerts and providing opportunities for learning in a variety of contexts such as our Inter-disciplinary project LOST or our Adopt a Polar Bear initiative.
- The Student Council led an initiative to work with Amey and Renfrewshire Council to allow pupils entitled to Free Meals to access their funds earlier in the school day. This has led to an increase in the number of young people using their entitlement. The Student Council also met with canteen staff to suggest improvements for the school menu, there are now vegan options being served and a wider variety of lighter food options at interval and lunchtime.
- Over 30 in-house learning sessions were delivered by a range of staff throughout the course of this session in a variety of topics.
- New school policies on Anti-bullying; Learning, Teaching and Assessment and Performance Management were created and consulted on this session. They will all be reviewed in 2020 and every three years thereafter.

Teacher Professionalism

- All teaching staff participate in our peer observation programme, which affords them the opportunity to visit a range of classes across the school and evaluate learning experiences, which may benefit their own practice. Staff collegiate time has facilitated quality professional learning in Nurturing Approaches, being a trauma informed school and updating all staff on the work facilitated by our collegiate groups and linked to our school improvement priorities. This is ensuring all staff are fully conversant in our priorities and the journey to achieve excellence in these areas.
- Our staff development base has been overhauled this session with a range of high quality and relevant texts, purchased to ensure staff have access to a reading library, which develops us all as professionals.
- A significant number of teachers have additional duties with the Scottish Qualifications Authority (SQA). These include markers, verifiers, visiting examiners, item writers, and a 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.

Parental Engagement

- We have a very active PTA and Parent Council who meet regularly throughout the session, represent the views of the parent forum and fundraise to support resources, events and activities for young people.
- Parents and carers contributed to the development of our school vision, values and aims this session. An online survey was also sent to parents and carers to finalise our school tag line.
- Parents and carers in the senior phase were consulted on proposals to change the senior phase tracking and reporting programme.
- Parents and carers were involved in the departmental reviews of PE, Pastoral Support and the Design Faculty.
- This session we adapted 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.
- Show My Homework continues to be a popular resource, helping parents and carers to support learning at home and improve links between home and school.

Assessment of Children's Progress

- 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.
- Our Leavers' Destinations improved by another 2% this session.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Improvement

- We developed new departmental planning processes, which reduced bureaucracy this session and encouraged staff to be more evaluative in their approach to monitoring improvement.
- Departmental reviews in PE, Pastoral Support and the Design Faculty took place this session. All staff within the departments were engaged in quality professional dialogue about practice. Focused learning observations were a part of the review process. Each department has a report signalling areas of strength and agreed next steps for further improvement.
- Our Quality Improvement visit focusing on Learning and Teaching indicated there is widespread very good practice across the school. By participating in a reciprocal visit with another secondary school we have identified partners with whom we can share practice to improve outcomes for learners.
- We improved the work of the Pupil Support department and invested heavily in the learning environment. An improved learning hub was established with new furnishing which created different learning zones and improved access to technology. This was well supported by the PTA.
- Improvements to the social area have been made with the installation of new Honours Boards and soon new lighting. This will enhance the events which pupils run in the school and are key features of our school calendar.
- New Vision and Values displays have been produced and are now exhibited around the school.

Performance Information

- Performance information was fine-tuned this session to allow us to identify attainment gaps and highlight pupil performance across the curriculum. This data is used to inform which interventions are required for cohorts of young people and mentoring support put in place.

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 2018-19 and we will use the improvement priorities listed below to build on this progress moving forward.

- **Initiate cross-curricular accreditation where possible in the Senior Phase.**
- **Develop whole school nurturing approaches (PEF).**
- **Relaunch restorative practice.**
- **Increase use of wellbeing indicators across the whole school.**
- **Develop targeted nurture programme (PEF).**
- **Use whole school tracking data to monitor and predict pupil attainment from Broad General Education to Senior Phase and identify pupils at risk of missing wider curriculum. (SAC)**
- **Develop three-year HWB, literacy and numeracy strategies.**
- **Use 16+ tracking system to identify appropriate support programmes and work experience for cohorts of pupils and individuals.**

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%
2019	TBC	TBC	TBC	TBC

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%
2019	TBC	TBC	TBC	TBC

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 2020.

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%
2018	95.11%	88.89%	61.33%	65.78%	49.78%	36%	23.11%

This data shows the SQA performance of learners in the SQA diet of the session. 2019 data is still to be finalised.

	S4			S5			S6
Cohort Data	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%
2019	TBC	TBC	TBC	TBC	TBC	TBC	TBC

2018-19 IN A NUTSHELL

