



Renfrewshire Council Children's Services

# **GLENIFFER HIGH SCHOOL**

## **Improvement Plan**

### **2020-2021**

**Covid-19 has had a significant impact, globally, on our lives. As a result, next year's planned priorities have significantly shifted to ensure we have a focus on wellbeing of our school community – pupils and staff- and learning and teaching approaches. Much of our improvement journey will be re-directed for a year to allow us to recover and get back on track.**

*L. Chalmers Head Teacher*

# 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.**

## **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

## **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.

# Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

## Renfrewshire's Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

## Our 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

<b>Acceptance</b>	<b>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.</b>
<b>Ambition</b>	<b>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.</b>
<b>Nurture</b>	<b>We provide support and care for both pupils and staff. Our school is a safe place, which helps everyone develop and learn.</b>
<b>Respect</b>	<b>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.</b>
<b>Trust</b>	<b>Our community understands trust is built and works both ways. It creates a safe and warm environment where compromise and self-belief are encouraged.</b>



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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.



**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 Strategic Priorities	2019/20	2020/21 Recovery Year	2021/22
Improvement in attainment, particularly in literacy and numeracy.	<b>Improve attainment and achievement through wider accreditation.</b>		<p>Develop SCQF Level 4, 5 and 6 courses which provide wider accreditation opportunities in a range of departments across the school for implementation session 2021-22.</p> <p>Finalise revised curriculum rationale and model for implementation session 2021-22.</p>	<p>Implement wider accreditation opportunities with targeted cohorts of young people in S4, S5 and S6.</p> <p>Implement revised curriculum model, including wider achievement courses for S3 pupils.</p>
Improvement in children and young people's health and wellbeing.	<b>Support and improve wellbeing of the school community.</b>	<p>Develop whole school nurturing approaches (PEF).</p> <p>Relaunch restorative practice.</p> <p>Increase use of wellbeing indicators across the whole school.</p> <p>Develop targeted nurture programme (PEF).</p>	Introduce Inclusion Base in GHS to support young people in accessing mainstream educational experiences with a supported alternative curriculum and work experience/volunteering opportunities. (PEF)	Create opportunities for young people to understand their own wellbeing in the context of subjects.
Closing the attainment gap between the most and least disadvantaged children.	<b>Use of school data to measure and predict progress and identify gaps in learning journeys.</b>	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.	<b>Improve outcomes of learners through a planned approach to develop Literacy, Numeracy and Health.</b>	Develop three-year HWB, literacy and numeracy strategies.	Support digital learning by investigating and implementing the use of technology to create purposeful learning experiences both in school and at home.	Implement year 1 of three-year literacy, numeracy and health and wellbeing strategy.
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<b>Increase the number of young people entering positive and sustained destinations.</b>	Use 16+ tracking system to identify appropriate support programmes and work experience for cohorts of pupils and individuals.		

## Recovery from Covid-19

During session 2020-21, it will be vital to focus on two main areas:

- The health and wellbeing of our school community
- Teaching and learning approaches

As a result, other planned developments will be considered integral to the educational provision and support we offer our learners.

Throughout this session, we will be working closely with partner agencies and external providers to ensure we have the best support for physical, social and mental wellbeing of our learners and staff. We will also be developing our digital approaches to learning to ensure we are reaching and delivering a high-quality curriculum and learning experience for all our young people.

Any other priorities in this plan are either funded specifically by Pupil Equity Funding to ensure we are continuing to move forward in closing the poverty related attainment gap, even more important now, or are to support implementation in session 2021-22.

Improvement Priority 1: Improve attainment and achievement through wider accreditation.			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 2.2 QI 3.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Our current senior phase curriculum caters well for young people following N5-H-AH pathway. However, we recognise through analysis of:</p> <ul style="list-style-type: none"> <li>Coursing for senior phase</li> <li>SQA attainment data</li> <li>SQA progression data</li> <li>Insight</li> </ul> <p>that a significant cohort of young people would benefit from alternative curricular pathways, which may lead to an increased number of qualifications by the point of exit from school.</p> <p>All learners should have the opportunity to achieve at SCQF Levels 5/6/7 via a wide range of SQA accredited courses, increasing their knowledge, understanding and skills and leading to improved post-school destinations.</p>	<ul style="list-style-type: none"> <li>All young people in the senior phase will have access to a curriculum and qualifications structure which meets their needs, whether NQs, NPAs or other group awards.</li> <li>The attainment of individuals, particularly those who struggle with confidence, anxiety/mental health, physical health or are our more vulnerable learners as a result of personal circumstances, will improve as a result of studying at appropriate and aspirational SCQF levels without the pressure of a final exam.</li> <li>Coursework and internal assessment throughout the session will allow all young people to be suitably supported, whatever their individual needs, and provide aspirational learning opportunities for all, whilst also allowing young people to sit the traditional NQs as appropriate and necessary.</li> <li>All stakeholders will have a clear understanding in a local context of the inclusive nature of our approach and delivery and share our vision for ensuring all learners are able to achieve at the highest level.</li> </ul>	<p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>Learners in S4-6 will achieve at least one additional SCQF level 5/6 qualification (session 2021-22) to widen their portfolio of qualifications. They will benefit from having increased tariff points, as well as developing skills for employability.</li> <li>All departments will have an alternative accreditation course developed ready for delivery June 2021.</li> <li>Number of young people achieving SCQF Level 5 and/or 6 qualifications through wider achievement provision will increase in 2022 diet.</li> <li>Increased uptake of alternative accreditation courses via Pupil Option interviews (held during session 2020-21).</li> </ul> <p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>Learners in the lowest 20% will have increased confidence by aiming for Level 5/6 accreditation in Health and Wellbeing, Personal Development or First Aid as appropriate, giving them learning pathways at higher SCQF levels as well as improving post 16 options.</li> </ul>	<p><b>Develop SCQF Level 4, 5 and 6 courses which provide wider accreditation opportunities in a range of departments across the school for implementation session 2021-22.</b></p> <p><b>Finalise revised curriculum rationale and model for implementation session 2021-22.</b></p>

	<ul style="list-style-type: none"><li>• Curriculum offer will increase the number and variety of qualifications young people can achieve in S4, increasing pathways through the senior phase and maximising attainment of all.</li><li>• S3 learners will continue to follow a broad and general curriculum, whilst exercising personalisation and choice within curricular areas and embarking on selected wider accreditation courses.</li></ul>		
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**Improvement Priority 2: Support and improve wellbeing of the school community. See p-9 of Improvement Plan**

HGIOS/HGIOELC Qis	NIF Priorities		NIF Drivers	
	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li><b>Improvement in children’s and young people’s health and wellbeing</b></li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>		<ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children’s Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	
Rationale for change	Outcome and Expected Impact	Measures		Intervention
<p>Young people have ties to their school community. Even when mainstream learning proves to be challenging, it is important we provide opportunities for meaningful learning, which improves outcomes for these learners. The mainstream curriculum currently provides some opportunities for individualised pathways and bespoke learning models, however some young people are still at risk of disengaging from education. The inclusion base allows for tailored curriculum and support to keep more young people engaged in Gleniffer High School, improving attainment, achievement and post 16 destinations.</p>	<p>Gleniffer High School’s Inclusion Base will cater for a small, targeted group of young people who are disengaging from mainstream education. This could be health related conditions, personal circumstances or SEBD. A flexible and individualised programme of learning for these young people will allow them to attend some mainstream classes where they are secure and learning is purposeful, while being supported in the base at other points in the week working on skills-based courses which support their long-term post 16 destination. Young people will achieve in a variety of SQA courses through to the end of S4 improving confidence and overall wellbeing.</p>	<p><b>Quantitative</b>                      Improved school attendance rates within target group.                      Reduction in Cause for Concern reports to PTs Pastoral.                      Reduction in behaviour referrals to PTs/DHTs.                      Individualised learning plans, with short-term and long-term targets agreed for each young person.                      Number of meetings attended by relevant parties to review progress (parental engagement).                      Reduction in exclusions.</p> <p><b>Qualitative</b>                      Increasingly positive engagement in mainstream classes agreed with young people.                      Positive engagement with Inclusion base curriculum, learning experiences and staff.                      Positive relationships between parents/carers and staff (inclusion base).                      Development of accredited courses.                      Development of learning programmes supporting wellbeing – physical, social and emotional.</p>		<p><b>Introduce Inclusion Base in GHS to support young people in accessing mainstream educational experiences. (PEF)</b></p>

**Improvement Priority 3 Improve outcomes of learners through a planned approach to develop Literacy, Numeracy and Health. See p-9 of Improvement Plan**

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
	<ul style="list-style-type: none"> <li>• <b>Improvement in attainment, particularly in literacy and numeracy</b></li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>		<ol style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children's Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ol>	
Rationale for change	Outcome and Expected Impact	Measures		Intervention
<p>As a result of Covid-19, staff and learners are increasingly using technology to link and ensure teaching and learning continues. Recognition must be given to the quick turnaround in which stakeholders were expected to be familiar and competent with a range of platforms. Time must be taken to investigate the best platforms for the delivery of each subject and the approaches to delivery agreed.</p>	<ul style="list-style-type: none"> <li>• Learning and teaching will be high-quality, engaging and purposeful, ensuring all young people will continue on their pathway making very good progress in BGE and Senior Phase.</li> <li>• Departments will have agreed their digital learning platforms and communicated this to young people and parents/carers. Staff will have confidence in using the agreed platform for high-quality remote learning.</li> <li>• Learners will receive meaningful feedback on their progress which will aid progress through their coursework.</li> <li>• Learners who may have inadequate access to ICT at home will be supported by the local authority and school so that ICT is available in the home.</li> </ul>	<p><b>Quantitative</b> 100% of young people will have ICT access in school and at home.</p> <p><b>Qualitative</b> Young people and parents/carers will be signed up, as appropriate, to digital platforms. Staff confidence in the use of digital platforms will show a reported increase.</p>		<p><b>Support digital learning by investigating and implementing the use of technology to create purposeful learning experiences both in school and at home.</b></p>