



## GLENIFFER HIGH SCHOOL



### STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021.

Covid-19 has undoubtedly had an impact on our progress with school improvement priorities this session. Next session will be a recovery year with a focus on the health and wellbeing of our community and teaching and learning, ensuring our provision and support is engaging, high-quality and uses the best elements of digital learning to support our return to school life.

I hope that you find it helpful and informative.

Lisa Chalmers

## 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 1112. 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 vision, values and aims were firmly established following consultation with pupils, parents/carers and staff. They are instrumental in developing our ethos and practice and are used in classrooms across the school, assemblies and in our daily interactions.

### 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 August 2019, a group of pupils opened their SQA results live on BBC Breakfast. This was a great accolade for the young people involved and the school; highlighting the ever-improving attainment picture within Gleniffer High School and the hard work of our pupils and staff.

Gleniffer High School is very proud of its achievements in supporting local and national charities. This year over 5200 items were donated to Foodbank. Over £3200 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. They have been involved in a huge amount of voluntary work and fundraising for the various charities.

Through our Family Learning programme this session we offered 80 plus Career Long Professional Learning (CLPL) opportunities for our staff to take part in. Within this programme 15 of these sessions were opened to our wider community where pupils, parents and our cluster colleagues were invited to join Gleniffer High School staff. These sessions included Mindfulness, Laughter Yoga, Heart Start and Makaton. Several of these courses were certificated and in total 67 certificates were issued throughout the year.

Course	Pupils	Staff	Parents	Total
Heart Start	7	3	1	11
Makaton Level One	9	5	2	16
Makaton Level Two	9	5	2	16
Scottish Mental Health First Aid	15	1	1	17
Assist	3	3	1	7

This session, Gleniffer High School gained accreditation as a centre for the John Muir Award. This has been a highly successful addition to our curriculum, which promotes outdoor learning, teamwork and leadership.

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 Learning and Teaching group led all teaching staff in workshops on specific aspects of Learning and Teaching this session. These workshops included Formative Assessment, Classroom Environment, Growth Mindset and Pupil Leadership.
- This session we have increased our Career Long Professional Learning sessions to over 80 workshops. These were delivered by teaching staff, pupils and external partners. The sessions were also offered to our wider school community, including cluster primary colleagues and parents/carers.
- We have seen a significant increase in the number of young people using their Free Meal Entitlement following the change of access to funds which was led by the Student Council. Pupils can now access their FME from breakfast time. Our catering staff have worked hard to improve menus and options for young people, the large queues at lunchtime and break are evidence that the changes are proving popular!
- The 2020 Malawi Group have been developing their own leadership and management skills this session as they prepared for expedition in June 2020. Unfortunately, as a result of Covid-19 this expedition can no longer take place, however the young people raised a significant sum for Classrooms for Malawi which will allow work to continue in country.
- House Captains worked closely with the Head Teacher to improve the sense of house identity this session. Monthly meetings to count the token tally, identify wider achievement of learners and plan for school activities have given the house identity a boost and the points publicised in school and on social media.
- The Hearty Lives group planned and ran a Mental Health Awareness day; with a variety of activities for pupils and staff to raise awareness of mental health and demonstrate strategies which could be used to support positive mental health.
- The PE department made a successful application to the Celebrating Renfrewshire Fund. They were successful in securing funding for our Sports Coaches programme and additional equipment for our Gymnastics extra-curricular club. This allowed the Sports Coaches to achieve their First Aid Certificate which will help with support their employability.
- Business and Computing introduced the National Progression Award in Retail this session, which has given learners the opportunity to develop skills for work and lead retail projects in school by developing their own business model. Art & Design staff introduced Higher Photography.
- S1 pupils participated in the "Reading Aloud" project which involved them reading to P2 pupils in their own primary schools.

### PUPIL EQUITY FUNDING

- Eight staff took on the role of "Wellbeing Coach" this session which gave individualised support to S1 pupils in their first term of secondary school. Pupils were interviewed and their wellbeing assessed against SHANARRI indicators. This allowed us to complete a wellbeing plan for every S1 pupil and identify any interventions or supports which may be required to support learning and development.
- Two employability assistants organised and ran year group events for S2 and S3 pupils. These events allowed learners to engage with employers and training programme providers, learning about employability skills and pathways.
- A data assistant has been supporting the PT Data Analysis (SAC) in the gathering and analysis of pupil performance data as well as supporting a targeted cohort of learners in their attainment journey.
- Seven young people participated in an Ocean Youth Trust expedition and achieved the RYA Certified Introduction Certificate. They sailed off the West Coast, undertaking duties on board to ensure the safe running of the boat. The group also achieved SQA Literacy and Numeracy units and their field trip experience helped them also achieve the John Muir Award.
- 18 young people completed a week with CANI Coaching to develop their leadership capacity. They have fantastic plans to help embed our school values in daily practice and support P7 transition. Unfortunately, their plans have been held up this session due to Covid-19, however we hope they will be able to pick this back up soon.
- A group of staff have been working with an external provider on values-based practice. This group will work on the development of our Positive Relationships Policy.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### 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
- All teaching staff take part in our Professional Review and Development programme each year. These meetings are focused on the professional learning that staff have undertaken throughout the year and how it has impacted on them and their pupils. These meetings also identify their learning needs for the next session.
- All teaching staff take part in the General Teaching Council for Scotland Professional Update on a 5-year cycle. This cycle is to ensure that staff are regularly engaging in their Career Long Professional Learning.
- A staff book club has been formed this session. They meet, during lunch, once a month to review articles or texts which are linked to educational practice and share them with the wider staff.
- Staff have worked tirelessly since school closure on 23<sup>rd</sup> March to develop their knowledge and skills in digital learning. We are now using a range of different platforms to engage with learners across the school and encourage remote learning.
- All staff were heavily involved in the SQA Estimated Grade process this session. This involved a huge amount of analysis, professional dialogue and examination of evidence of pupil progress in learning across the school session.

### Assessment of Children's Progress

- Detailed in tables on P-10.
- An increasingly improving picture across all measures and all stages of SQA attainment.
- Positive destinations improved by almost 4% this session, outperforming the national and local picture.

### School Improvement

- A short-life working group made up of staff and pupils reviewed our department review process this session. This resulted in changes to our approaches to learning observations and professional dialogues with colleagues.
- Learning and Teaching reviews in Music, Modern Languages and Science took place this session. All staff within the departments were engaged in quality professional dialogue about their practice. Focused learning observations were a part of the review process. Each department has a summary report signalling areas of strength and agreed next steps for further improvement.
- This session we have introduced a new self-evaluation document for departments to complete. Staff are to evaluate against three quality indicators set by the School Improvement Plan and then they can select one other quality indicator of their choice to evaluate. This has allowed staff to identify their own strengths and areas for development.
- Our Quality Improvement visits this year focused on improvement priorities, including use of Pupil Equity Funding and attainment. Unfortunately, a West Partnership programme of reciprocal school visits had to be delayed due to Covid-19, however it is hoped we will be able to move this forward when school returns.
- Improvements to the social area have been made with the installation of new lighting, house badge signs and tag line displayed in the social area. Signage has been improved, welcoming every learner to each department around the school.
- A business brunch was held during an in-service day where local employers and training providers networked with teaching staff to look at ways they could help support delivery of the curriculum. They also participated in strategic consultation regarding our curriculum offer, advising on what would be essential features for employers.

### PUPIL EQUITY FUNDING

- "The Den" a new nurture space was created and opened this session. Staffed by a Principal Teacher of Nurture and Classroom Assistant. This targeted support has quickly established itself as a safe and welcoming space for some of our young people. Adapted timetables and other interventions are in place to support learners.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### 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.
- This session parents were invited to take part in our Family Learning programme. This has led to several parents being certificated in Makaton, Mental Health First Aid and HeartStart.
- This session our revamped Parents in Partnership (PIP) programme. This led to an increase in parents engaging and from their feedback we will continue to improve our programme next session.
- We hosted our first Senior Phase Family Learning event with workshops and information on coping with exam stress, mindset, resilience and techniques, building self-esteem and confidence, Study Skills – ran.
- Techniques used to promote effective study habits and information on Post 16 Destinations and Foundation Apprenticeships for young people in senior school.
- Parents and carers were consulted on changes to prize giving for S1-S3.
- Parents and carers were involved in the Learning and Teaching reviews of Music, Modern Languages and Science.

### PUPIL EQUITY FUNDING

- 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. This session has seen a significant increase in pupils and their parents engaging with our online app with 97% of young people now using the software.

### Performance Information

- New parental reporting formats were established for learners. Broad General Education reports now report on pupils' achieved levels as well as their progress within their current level using a Bronze, Silver and Gold terminology to indicate how independently learners are working within each level. Parents/ carers of learners in Senior Phase now receive four reports annually, ensuring that Parents/ carers have access to up to date, accurate attainment information at key points of the session.
- Following reporting periods, data analysis within the Broad General Education and Senior Phase continues to support our work within raising attainment. Teaching staff, pastoral staff and senior leaders continue to interrogate data on pupil attainment and attendance, resulting in targeted interventions for individual learners and groups of learners to support improvement. Supported by data analysis, we identified learners for our S4 Mentoring Programme, engaging young people in a programme of support and advice regarding their learning.
- Senior phase pupils are issued with a Senior Phase Tracking Record booklet to support self-evaluation of learning, identifying strengths and development areas and next steps for improvement.
- Our Supported Study programme was extended this session, targeting opportunities to learners who would benefit from additional teaching and support with coursework as identified by our analysis of learner attainment data. (cut short by Covid -19)
- Robust tracking, interventions and follow up has resulted in the best post-16 transitions for young people making the leap into further or higher education or employment.



## 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 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

### Covid-19 Recovery Programme

- **Offer a range of supports for young people and staff to support the wellbeing of the school community and new learning approaches.**
- **Extend support offered by wellbeing coaches for all S1 pupils to support transition. (PEF)**
- **Resource equipment and materials, which will support the return to in-school learning whilst ensuring the good work in digital learning continues to develop, paying particular attention to our most disadvantaged young people. (PEF)**
- **Support digital learning by investigating and implementing the use of technology to create purposeful virtual learning.**
- **Review the leavers' destinations of young people to ensure a positive destination has been achieved.**

### Other Priorities

- **Develop SCQF Level 4, 5 and 6 courses which provide wider accreditation opportunities in a range of departments across the school.**
- **Finalise revised curriculum rationale and model for implementation June 2021.**
- **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)**

## Gleniffer High School Attainment Trends

**Broad General Education – due to Covid-19 data is not currently available for the end of session 2019-20**

### Percentage of S3 Pupils Achieving Third Level or Above

	Listening and Talking	Reading	Writing	Numeracy
<b>2017</b>	97%	97%	98%	98%
<b>2018</b>	95%	98%	95%	83%
<b>2019</b>	90%	90%	91%	96%
<b>2020</b>	TBC	TBC	TBC	TBC

### Percentage of S3 Pupils Achieving Fourth Level or Above

	Listening and Talking	Reading	Writing	Numeracy
<b>2017</b>	33%	36%	39%	56%
<b>2018</b>	41%	39%	36%	74%
<b>2019</b>	35%	39%	34%	76%
<b>2020</b>	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 2021.**

Leavers' Data	5 +@ Lvl 3	5 +@ Lvl 4	5+@ Lvl 5	1+@ Lvl 6	3+@ Lvl 6	5+@ Lvl 6	1+ @ Lvl 7
<b>2015</b>	94.32%	84.72%	53.28%	58.08%	38.43%	24.02%	16.59%
<b>2016</b>	96.46%	87.37%	64.14%	67.17%	49.49%	32.32%	20.71%
<b>2017</b>	95.52%	87.44%	64.57%	67.26%	51.57%	34.98%	19.73%
<b>2018</b>	95.11%	88.89%	61.33%	65.78%	49.78%	36%	23.11%
<b>2019</b>	98.38%	88.65%	68.11%	72.43%	61.08%	42.16%	23.78%

**This data shows the SQA performance of learners in the SQA diet of the session. 2020 data is still to be published.**

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
<b>2016</b>	97.69%	87.50%	45.37%	60.27%	39.73%	15.63%	18.14%
<b>2017</b>	91.75%	82.52%	46.60%	64.98%	44.70%	15.67%	19.91%
<b>2018</b>	91.48%	83.52%	53.98%	64.08%	45.15%	22.82%	23.61%
<b>2019</b>	97.14%	85.71%	52.38%	66.86%	50.29%	23.43%	21.46%
<b>2020</b>	TBC	TBC	TBC	TBC	TBC	TBC	TBC

**2019-20 IN A NUTSHELL**



BBC Breakfast Fame!



Ocean Youth Trust (S3)



Head shave for Children in Need



House Identity – House Captains (S6)



Mental Health Awareness Day –

Wear Something Yellow (S4)



Heartstart Training (S5/6)



Malawi Ball – Malawi 2020 Group



CANI Coaching (S3)



NPA Retail – New in session 2019-20 (S5/6)



Class Elections (S1)



Landmarks around the world (S1)



Go4Set UK Finalists (S3)



Carol Singing for Ronald McDonald House



Volcano Models (S2)

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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.