



Renfrewshire Council Children's Services

GLENIFFER HIGH SCHOOL

Improvement Plan

2021-2022

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

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

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

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.



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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.

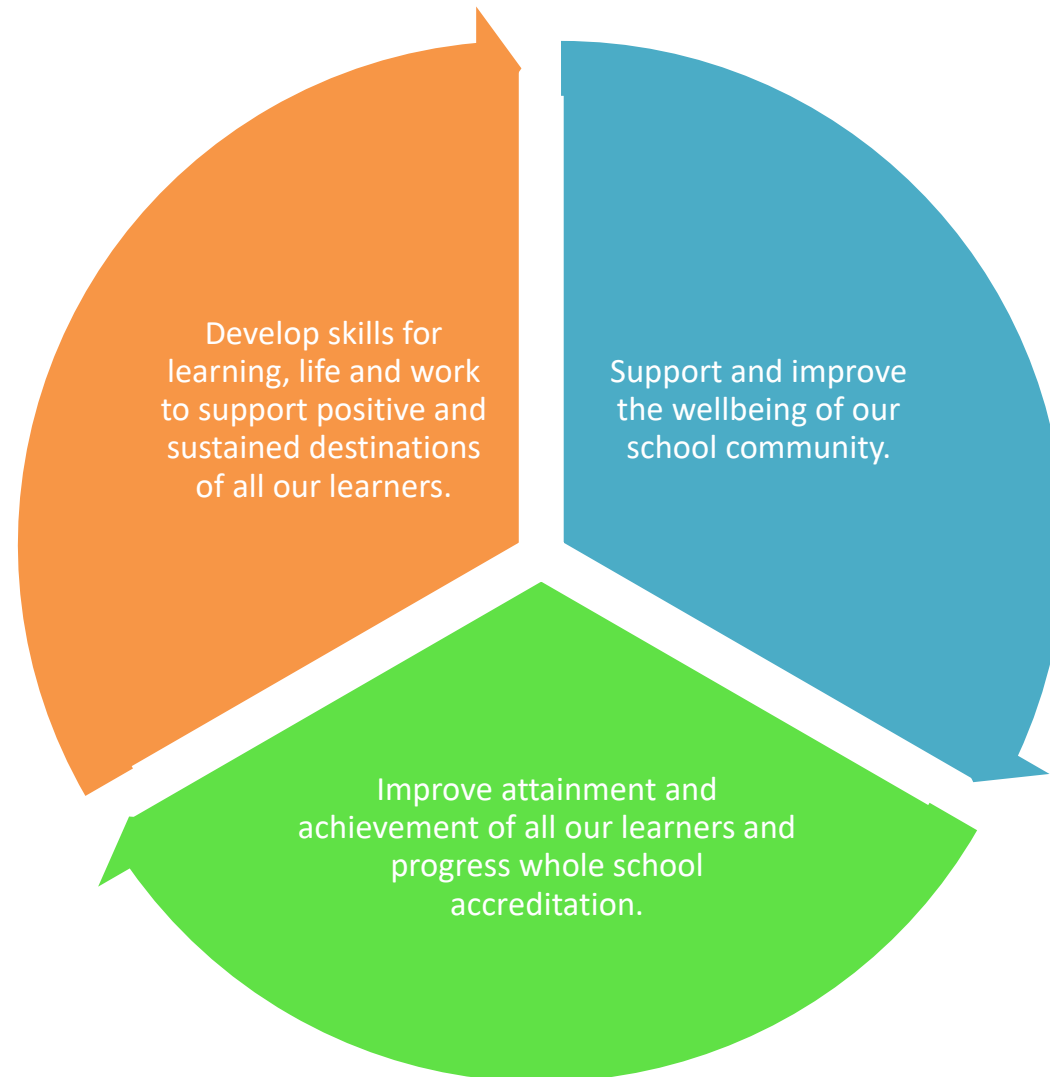
We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

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.





Recovery from Covid-19

During session 2021-22, it will be vital to focus on three main areas:

- The health and wellbeing of our school community.
- Attainment and achievement of all learners.
- Pathways for learners to help them achieve positive destinations.

These areas incorporate a range of strategies including teaching and learning approaches, curriculum pathways, quality improvement, parental engagement and staff training. All of these areas require time to develop, implement, evaluate and adapt and therefore this next part of our journey will be taking these areas forward in a manageable and timely manner with the involvement of all stakeholders along the way.

We are keen to have the support of parents/carers and pupils in our improvement journey and hope that you will be able to contribute to our next steps.

Improvement Priority 1: Support and improve the wellbeing of our school community			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 2.2 QI 3.2	<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	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>The impact of covid-19 is felt by our whole community – learners, staff and families.</p> <p>It is important we re-set our aspirations for improving wellbeing, physical, social and emotional to realise our school vision.</p>	<p>The school vision, values and aims will again be common language around the school. Staff will use the values to discuss progress with learners, developing consistency in approach. The positive relationships policy will set out our vision for a respectful environment, which ensures young people and staff feel safe and able to thrive. The positive relationships policy will promote nurture and restorative practice. Staff will feel increasingly empowered and pupils better skilled in self-regulation. All staff will complete training in a range of CLPL on additional support needs. Learners with ASN will feel supported due to consistent supports being applied in all classes. Pupil profiles will be pupil led and reviewed regularly. All staff will be confident in supporting learners with ASN. The language of wellbeing will be used in all departments and links with our school values. Pupils will know what wellbeing means in the context of each subject and understand the expectations in each department. S1 pupils and their families will feel reassured through the transition to secondary school. Key staff will know S1 pupils with ASN particularly well and profiles will be fully developed to</p>	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> Evidence of values-based language in all classrooms and where interventions are required to support positive behaviour and relationships. Launch of Positive Relationships Policy. All staff have completed training in Restorative Practice. Evidence via formal and informal learning observations of support strategies being implemented in all classes, to support learners with ASN. Professional dialogue in DMs on the language of wellbeing. Displays produced for each classroom/department incorporating QR codes linking to wellbeing advice. <p><u>Quantitative</u></p> <ul style="list-style-type: none"> Reduction in exclusions or alternative to exclusion for verbal abuse/aggression toward staff. Improvement in attainment levels of pupils with ASN. Reduction in unauthorised absence. 	<ul style="list-style-type: none"> Revisit school vision, values and aims with whole school community. Finalise Positive Relationships Policy. Continue with work on whole school nurturing approaches. CLPL on Restorative Practice with all staff. CLPL for staff on additional support needs. In-service October 2021. Departments to finalise wellbeing in the context of each subject. Improved primary transition work, specifically for young people with ASN.

	<p>ensure supports in class are robust from the start of a school session.</p>		
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Improvement Priority 2: Improve attainment and achievement of all our learners and progress whole school accreditation.

HGIOS/HGIOELC Qis	NIF Priorities		NIF Drivers	
	<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 		<ol style="list-style-type: none"> 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>The impact of covid-19 is felt by our whole community – learners, staff and families.</p> <p>We recognise that our attainment picture demonstrates an inequity in provision, particularly in Senior Phase. Therefore, we must review our curricular offer to include a wider range of learning experiences, which will allow learners to achieve a strong suite of qualifications representative of their skills, abilities and interests.</p>	<p>Approaches in classes will be varied, engaging and motivating to encourage learners to be active participants and leaders of their own learning.</p> <p>A pilot of the BGE tracking model will be used this session to monitor how the data develops and can be used to support learner journeys, including transitions at key stages such as course choices and planning for post-16.</p> <p>As appropriate, departments will have wider achievement courses ready to run in session 2022/23, or earlier. Targeted wider accreditation opportunities, such as First Aid, will be built into the curricular offer for learners. An overview of wider achievement will be used to facilitate meaningful discussion with pupils and parents/carers about pathways.</p> <p>A staff team will contribute to the development of our curriculum model which will reflect society, post covid-19. The model will provide more opportunities for employability and skills-based learning, ensuring equity, balance and parity of esteem between a range of qualifications. Our values will be reinforced with the successful achievement of school wide awards.</p>	<p>Qualitative</p> <ul style="list-style-type: none"> • Outcomes of department reviews will highlight good practice and next steps in teaching and learning. • Improved course choice offers in senior phase to accommodate learner pathways. <p>Quantitative</p> <ul style="list-style-type: none"> • Number of pupils achieving L6 First Aid as additional qualification. • Number of pupils achieving L6 Leadership as additional qualification. • Number of pupils achieving L4 Safe Road User as additional qualification. • Number of pupils studying FA as an alternative to school based Higher courses. 		<ul style="list-style-type: none"> • Focus on consistent high-quality teaching & learning through CLPL, department reviews, peer observation, feedback. • Develop BGE tracking model which follows and predicts individual learner journeys. • Develop wider accreditation model. • Review work on Curriculum Model and following consultation develop structure to promote attainment, achievement, employability and wellbeing. • Move forward school wide accreditation in GTCS Professional Learning Award, SCQF Ambassador Programme, Eco Schools, LGBTQ+

	<p>Our work in these areas will reflect our vision statement and promote our place in society.</p>		
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Improvement Priority 3 Develop skills for learning, life and work to support positive and sustained destinations of all our learners.

<p>HGIOS/HGIOELC QIs</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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<p>Rationale for change</p>	<p>Outcome and Expected Impact</p>	<p>Measures</p>	<p>Intervention</p>
<p>The impact of covid-19 is felt by our whole community – learners, staff and families.</p> <p>While our post-school destination figures show an improving trend, there is still a group of young people who are not in a positive destination at their point of exit from school. Barriers to transition include:</p> <ul style="list-style-type: none"> poor school attendance/engagement lack of confidence/resilience lack of independent skills to support travel, finance etc health issues <p>The deployment of a keyworker to support at risk senior phase learners will aim to keep them engaged with learning, achieve qualifications and improve self-esteem preparing them for post-16 transition.</p>	<p>A target group of young people in Senior Phase will have individualised support from our keyworker to help them develop the skills for learning, life and work which support their transition into a positive destination. The keyworker will work alongside PT Employability (PEF) to organise careers education events for BGE pupils. We anticipate our BGE pupils will be better informed, making choices which are most appropriate for them through their learning pathways.</p> <p>Learners will have the opportunity to experience work-based learning and environments through a flexible approach to work experience. Those most at risk will be supported to engage with a local business or training provider to increase their knowledge and skills in employability and improve confidence and engagement in school. They will also develop independence in travel, budgeting and have an awareness of policies which are relevant to the workplace.</p>	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> Pupils will have a better understanding of career management services, my WOW and pathways available to them. Evidence of Careers Education Standards 1,2,7 and 8 in class lessons. <p><u>Quantitative</u></p> <ul style="list-style-type: none"> Leavers' destinations outperform local, national, virtual comparator and west partnership measures. Leavers' destinations follow overall trend of increase in next school year. Number of leavers unemployed seeking, unemployed not seeking and not engaging with SDS is at 0. Number of vulnerable young people engaging with activity agreements will increase. 	<p>Using PEF funding we will top up Scottish Government funding to appoint a keyworker for DYW.</p> <p>PT Employability will lead the development of Careers Education Standard 8 with all departments.</p> <p>PT Employability will review careers education standard 1,2 and 7.</p> <p>Engage businesses to provide work placements and work-based learning opportunities for young people.</p>

