



GLENIFFER HIGH SCHOOL



STANDARDS AND QUALITY REPORT

September 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. 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 1171. 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.

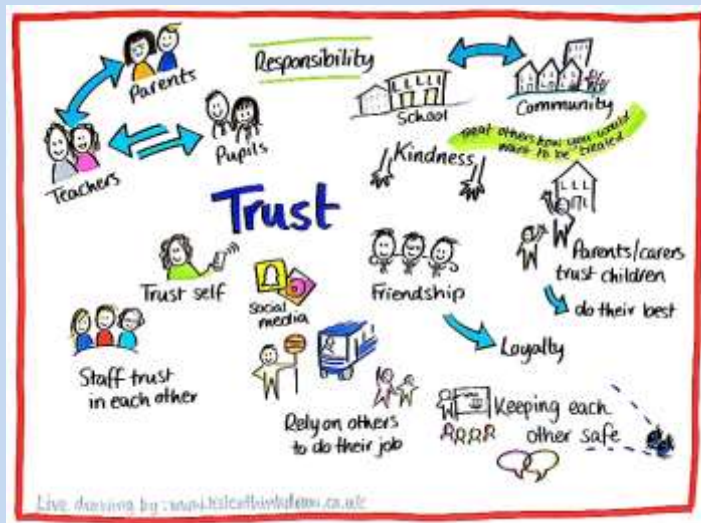
GLENIFFER HIGH SCHOOL VISION STATEMENT

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.

SUCCESSSES AND ACHIEVEMENTS

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound, and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ Over 4500 items donated to Foodbank.
- ★ Over £1800 raised for Children in Need.
- ★ £120 for each of our house charities – led by house captains.
- ★ Several litter picks throughout the school session.

Although the normal working practices of the school have been impacted by Covid-19, this session we were determined to continue with our Family Learning programme and Career Long Professional Learning Programme (CLPL) for staff, pupils, and parents.

This session we offered more than 50 CLPL opportunities for our staff. Over the course of these sessions there were over 195 attendees. Within this programme several sessions were opened to our wider community where pupils and parents were invited to join online. These included sessions on 'What is anxiety?' and 'How to support your anxious child'. These sessions identified the difference between stress and anxiety, shared mindfulness techniques and other strategies to support healthy mental well-being for all the family.

To support healthy well-being for all, we introduced a staff and student yoga class each week. This benefitted several staff and S6 pupils and continued online throughout the school closure. When schools opened again, we also introduced a weekly massage for staff, which proved to be very popular.

This session we also introduced training for staff, pupils, and parents on LGBTQI+. These training sessions were delivered by two of our S6 pupils. Their presentations were outstanding and very informative. They then shared their presentations with the parent council and at all assemblies. In total we had 22 members of staff attend the training sessions.

Due to these training sessions, we will be engaging with the LGBTQI+ Charter this year.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- A range of teachers have leadership responsibilities relating to the wider school.
- Two staff looking to develop their leadership capacity attended senior leadership team meetings throughout the session.
- The Learning and Teaching group introduced a staff “Team” and have produced Learning and Teaching newsletters for staff, identifying good practice.
- This session we have increased our in-house Career Long Professional Learning sessions to over 50 workshops, which took place online or physically distanced.
- 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.
- Student Council developed a learning programme for Black History Month. Visual prompts, historical and current prominent black figures and lesson inserts for every subject were produced by the learners and shared across the school. They also surveyed pupils at the end of October to evaluate the effectiveness of the programme.

Teacher Professionalism

- 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.
- Our Professional Reading Club continued throughout this session. We met 5 times throughout the year, discussing a variety of topics including ‘Building the Curriculum’ and ‘Generation Z’.
- The second lockdown period has ensured staff and learners engaged further with digital platforms to promote learning and engagement. MS Teams, Satchel One and Google Classroom were all used to good effect to offer a blend of live interaction and pre-recorded lessons.
- We have introduced the new online tool Click View to support the learning and teaching of pupils. Click View can be used in the classroom and at home for pupils to support their learning.
- We have updated our school website to include Digital Learning Guides to support staff, pupils and parents.
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Parental Engagement

- Our Parent Council met online throughout this session. Featured items for discussion were changes to SQA arrangements this session; Health and Safety in our school, LGBTQ+ and parental engagement.
- We ran a Senior Phase Information Session online in partnership with Live n Learn. This helped pupils, parents and carers understand the demands on young people in the Senior Phase and gave useful advice on how to cope with the pressure of National Qualifications.
- Primary transition meetings for parents and carers took place online during the session. This allowed us to share information about transition, the school itself and give parents and carers the opportunity to meet us and ask questions.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Parental Engagement (Continued)

- All parents and carers were called during the second lockdown period to help us identify any support we could offer young people and families during this challenging time.
- A Parental Engagement Strategy group was formed this session to take forward this very important agenda in supporting the learning of pupils at home and within school.

Assessment of Children's Progress

- Detailed in tables on P-10.
- An increasingly improving picture across all measures and all stages of SQA attainment.
- School leaver destinations were a positive picture against all our comparators, including the national picture.

School Improvement

- We embarked on the development of SCQF Level 4,5 and 6 courses for pupils in the Senior Phase.
- 135 pupils, S3-S6, completed First Aid at Level 6, which is now embedded in our leadership programme. This is the first time we took this approach to First Aid.
- Pupils involved in Student Council were given the opportunity to complete their Level 6 Leadership qualification.
- 24 S4 pupils achieved a Level 5 Health and Wellbeing Award for the first time.
- All staff developed their digital literacy to support remote learning. This included use of MS Teams, Google Classroom and YouTube channels.

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 in 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)

PUPIL EQUITY FUNDING

We continue to use Pupil Equity Funding to close the poverty related attainment gap and provide additional support and resource in literacy, numeracy and health and wellbeing.

This session:

- An additional English teacher was appointed two days per week.
- Sixteen staff took on the role of “Wellbeing Coach” this session which gave individualised support to S1 pupils in their first term of secondary school. This was of particular importance due to limited P7 transition opportunities. Pupils were interviewed and their wellbeing assessed. 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.
- A data assistant has been supporting the Principal Teacher of Attainment (SAC) in the gathering and analysis of pupil performance data as well as supporting a targeted cohort of learners in their learning journey.
- Satchel One 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.
- We have allocated over 180 Chromebooks to pupils to support them with their learning at home and within school
- We opened our new Inclusion Base, which supports young people who are struggling to cope with full-time, mainstream education. The role of staff in this base is to provide a nurturing environment in which young people can learn lifeskills and ensure they make progress in their learning to achieve a wide range of qualifications.

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.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Support and improve the wellbeing of our school community.
- ★ Improve attainment and achievement of all our learners and progress whole school accreditation.
- ★ Develop skills for learning, life and work to support positive and sustained destinations of all our learners.

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 – due to Covid-19 data is not currently available for 2019-21

Percentage of S3 Pupils Achieving Third Level or Above

	Listening and Talking	Reading	Writing	Numeracy
2017	97%	97%	98%	98%
2018	95%	98%	95%	83%
2019	90%	90%	91%	96%
2020	TBC	TBC	TBC	TBC
2021	TBC	TBC	TBC	TBC

Percentage of S3 Pupils Achieving Fourth Level or Above

	Listening and Talking	Reading	Writing	Numeracy
2017	33%	36%	39%	56%
2018	41%	39%	36%	74%
2019	35%	39%	34%	76%
2020	TBC	TBC	TBC	TBC
2021	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 five years. The next update of this data will be available in February 2022.

Leavers' Data	5 +@ Lvl 3	5 +@ Lvl 4	5+@ Lvl 5	1+@ Lvl 6	3+@ Lvl 6	5+@ Lvl 6	1+ @ Lvl 7
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%
2019	98.38%	88.65%	68.11%	72.43%	61.08%	42.16%	23.78%
2020	96.77%	92.47%	68.82%	64.52%	54.3%	41.4%	26.88%

This data shows the SQA performance of learners in the SQA diet of the last five years. 2021 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
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	97.14%	85.71%	52.38%	66.86%	50.29%	23.43%	21.46%
2020	96.84%	88.42%	52.63%	63.98%	44.55%	22.75%	28.16%
2021	TBC	TBC	TBC	TBC	TBC	TBC	TBC

2020-21 In a Nutshell

