



Renfrewshire Council Children's Services

***Gleniffer High School  
Improvement Plan***

***2022-2023***

# 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. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children's health and wellbeing; and**
5. **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

Creating a  
sustainable  
Renfrewshire for all

tackling inequ:  
ensuring  
opportunities fo

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



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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.





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**Who did we consult?**

To identify our priorities for improvement, we sought the views of learners, staff and parents/carers. 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, presentations to Parent Council and professional dialogue.

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



Improvement Priority 1: Support and improve the wellbeing of our community.			
<b>HGIOS/HGIOELC QIs</b>  <b>QI 3.1, 1.1. 1.2, 1.3</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"><li>Placing the human rights and needs of every child and young person at the centre of education</li><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</li></ul>	<b>NIF Drivers</b> <div>School Leadership      Assessment of Children's progress</div> <div>Teacher Professionalism      School Improvement</div> <div>Parental Engagement      Performance Information</div>	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Our school community has found the behaviours and additional support needs of some young people challenging to deal with and support.</p> <p>Following targeted CLPL last session staff were enthused and engaged in professional dialogue about managing behaviour, additional support needs and supporting mental health.</p> <p>We are now in a position to enhance our ASN policy and provision and ensure best practice in meeting the needs of all learners. We believe high expectations, clear routines and positive approaches to dealing with challenges will also support our staff wellbeing and encourage collaboration and collegiality.</p>	<p>All learners will:</p> <ul style="list-style-type: none"><li>experience positive relationships across the school – peers and staff.</li><li>understand our high expectations which reflect our school values.</li></ul> <p>Targeted learners will:</p> <ul style="list-style-type: none"><li>experience additional support interventions which will allow them to access curriculum or experience achievement in a variety of contexts. (PEF)</li><li>experience high-quality learning which takes account of their varying needs, addressing barriers to learning.</li></ul> <p>All staff will:</p> <ul style="list-style-type: none"><li>consistently use positive language or approaches to celebrate success and address challenges.</li><li>benefit from consistency in practice across the school, ensuring learners are familiar with our high expectations and consequences.</li><li>have established relationships with P7 pupils well in advance of their transition.</li><li>confidently be able to plan S1 learning experiences based on improved knowledge of primary curriculum and the young people transitioning to Gleniffer High.</li></ul> <p>Our school community will:</p>	<p>Classroom visits from SLT, the local authority and peers will demonstrate that all teachers have a positive relationship with learners in their classes.</p> <p>Each house will identify the 20% of pupils with the most referrals last session. Almost all of this cohort will have fewer referrals this session.</p> <p>Observations of pupils with learning profiles will demonstrate that most identified strategies are deployed to good effect and that almost all profiles match the support implemented in class.</p> <p>Our Voice for Our School learner surveys will demonstrate that almost all learners understand the expectations Ready Respectful Safe.</p> <p>Our staff survey will demonstrate that almost all staff feel that they have been consulted on the formation and implementation of the Promoting Positive Relationships policy and that senior leaders take staff wellbeing seriously.</p> <p>In our “Ready for Gleniffer” pupil survey, almost all P7 learners will have met a member of staff from at least two departments and most will agree that this has made them feel better about the transition.</p>	<p>Implement our Positive Relationships Policy.</p> <p>Build on CPI training approaches with all staff and ensure new staff are familiar with the approach.</p> <p>Evaluate our strategies and practice in supporting learners with ASN across the curriculum.</p> <p>Use our self-evaluation from themed learning visits to identify best practice in supporting ASN and identify areas for further improvement.</p> <p>Implement our Mental Health Policy.</p> <p>Develop our Primary Transition Programme to include more secondary-primary visits and inputs by subject specialists.</p>

*(PEF) denotes interventions/activities funded through Pupil Equity Funding*

	<ul style="list-style-type: none"> <li>• have a very good understanding of supporting the mental health of others.</li> <li>• know the supports and strategies which can be accessed to support mental health.</li> </ul>		
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Improvement Priority 2 Improve attainment and achievement of all our learners and progress whole school accreditation			
<b>HGIOS/HGIOELC QIs</b>  <b>QI 2.3, 3.2, 2.2</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <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>		<b>NIF Drivers</b> <b>School Leadership</b> <b>Assessment of Children's progress</b>  Teacher Professionalism      School Improvement  Parental Engagement <b>Performance Information</b>
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>We have strong pockets of attainment every session, however it is inconsistent and unpredictable. We need to be in a position where we can identify learner pathways and plan curriculum, teaching and learning to best meet the needs of cohorts and individuals. This will allow us to consistently improve the attainment of individuals and the whole school.</p> <p>We have made very good progress in offering wider accreditation to learners, however some Senior Phase learners require more options available to them to ensure the last phase of their school journey is relevant and allows them to achieve success.</p>	<p>All learners will:</p> <ul style="list-style-type: none"> <li>be ambitious for their attainment and achievement journey.</li> <li>know their working and progress levels and their progression pathways.</li> <li>experience an appropriately challenging curriculum which gives opportunities for wider accreditation.</li> <li>have learner journeys which can be timetabled to meet their needs.</li> </ul> <p>Targeted learners will:</p> <ul style="list-style-type: none"> <li>have curricular experiences which match and develop their skills and interests. (PEF)</li> <li>experience flexible approaches to T&amp;L and curriculum to increase their opportunity for achievement and employability. (PEF)</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>be confident in their professional judgments in BGE and able to accurately predict attainment in Senior Phase based on departmental evidence.</li> <li>have access to strong teaching and learning resources which have been rigorously moderated and ensure they do not need to continually develop courses and resources.</li> <li>experience an increased sense of collegiality, supporting ethos and wellbeing.</li> </ul>	<p>Records of Departmental Meetings will demonstrate that all departments have had a focus on moderation in the BGE.</p> <p>Inconsistencies in last session's tracking data will be identified and 22/23 tracking data will demonstrate greater consistency across and between departments for the BGE.</p> <p>Comparison of departmental and whole-school tracking data with historic attainment will demonstrate that assessment judgements are robust.</p> <p>Comparison with attainment in the 23/24 session and the previous year's tracking data will demonstrate that assessment judgements are robust, serve as a reliable predictor of attainment, and that almost all young people are appropriately coursed. Note that this is a long-term measure stretching beyond this session.</p> <p>Records of SLT link meetings will demonstrate that all departments have reviewed curricular pathways and explored the SQA catalogue to identify courses that meet the needs of all.</p>	<p>Re-visit moderation of teaching, learning and assessment within BGE in all departments.</p> <p>Identify and share best practice for departmental tracking of the BGE and implement improved tracking systems across all departments.</p> <p>Develop whole school tracking information in BGE, which will link to Senior Phase attainment.</p> <p>Develop curricular model, which leads to increased opportunities for attainment and achievement.</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.

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
QI 3.3, 2.4, 2.6	<ul style="list-style-type: none"><li>Placing the human rights and needs of every child and young person at the centre of education</li><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>		School Leadership	Assessment of Children's progress
			Teacher Professionalism	School Improvement
			Parental Engagement	Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention	
<p>Our positive destinations for young people are an improving picture. Almost all young people access education, work or training when they leave Gleniffer High School.</p> <p>We do however still have a few young people who do not successfully transition for various reasons e.g. background, attainment/achievement barriers, lack of identified pathways.</p> <p>It is vital we provide learning opportunities and personalised support to all young people to ensure they are equipped with the knowledge, skills and attitudes to successfully transition beyond Gleniffer High School.</p>	<p>All learners will:</p> <ul style="list-style-type: none"><li>be encouraged to consider career pathways which will be recorded and used for planning purposes e.g. appropriate timing for work placements. (PEF)</li><li>experience careers-based learning opportunities from external partners (year group events and subject specific inputs). (PEF)</li><li>have a positive destination.</li></ul> <p>Targeted learners will:</p> <ul style="list-style-type: none"><li>have 1-1 support from DYW Keyworker on career management skills (Senior Phase) (PEF)</li><li>be given the opportunity to experience work placements – some may be extended placements. (PEF)</li></ul> <p>Staff will:</p> <ul style="list-style-type: none"><li>be able to appropriately plan curricular experiences and pathways based on quality careers information.</li><li>engage with employers through</li></ul>	<p>Options interview recording data will show that all young people have had the opportunity to discuss careers/specialisms/pathways that they aspire to with someone who knows them well.</p> <p>Learners completing options will be surveyed about the process and almost all learners will be satisfied with the courses available to them.</p> <p>Records of house meetings will highlight attendance interventions being made for all at risk pupils. The majority of these interventions will demonstrate an improvement in attendance.</p> <p>Leavers' data will demonstrate that all young people have entered a positive destination.</p> <p>All target pupils will have successfully completed a work placement which will support planning for a positive destination.</p> <p>Records of departmental meetings will demonstrate that all departments can identify the areas of their curriculum that link to specific careers.</p> <p>CLPL and PRD records will demonstrate that almost all</p>	<p>Capture interests and aspirations at all options stages and record this in excel so that house teams can initiate appropriate interventions and supports aligned to intended destinations.</p> <p>Pastoral Support Teachers will identify pupils whose attendance is below 95%, monitoring the impact of automated letters and following up with bespoke interventions where there is no improvement.</p> <p>Develop access to careers information for cohorts of pupils. (PEF)</p> <p>Develop access to careers information for targeted pupils. (PEF)</p> <p>Increase offer of work placements for targeted learners. (PEF)</p> <p>Pilot new work experience model (Renfrewshire)</p> <p>Identify best practice in digital learning and share with staff through CLPL sessions and the</p>	

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	<p>MyWOW to identify opportunities for careers-based learning in context of subjects.</p>	<p>staff have undertaken CLPL in digital learning in sessions 21/22 and 22/23.</p> <p>Learning visits will demonstrate evidence of CLPL in digital learning being implemented in the classroom in the majority of lessons.</p>	<p>learning &amp; teaching collegiate group.</p>
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