



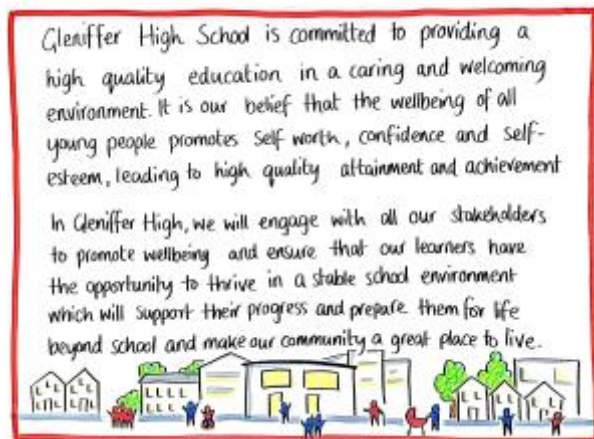
# Gleniffer High School

## Standards and Quality Report 2021-22

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 1152. The school building contains a multi-purpose social area/canteen and assembly hall, a library, games hall, gymnasium, fitness suite, sensory space and Nurture space. 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.



1 - Our School Vision Statement





Our successes and achievements



- Winners of GTCs Excellence in Professional Learning Award

- SCQF School Ambassador Bronze Award.
- Working towards LGBTQ+ Silver Charter
- £1105 raised for Ukraine Appeal.
- £1502 raised for Children in Need.
- 1311kg of items donated to Renfrewshire Foodbank.
- £735 raised for House Charities which include Lisa's Gift, John O'Byrne Foundation, SAMH and

We are so proud of the range of success our young people have in and beyond the classroom and this document showcases many of these achievements.

**Please follow this link to pupil achievements in this session.**



2 - Abbey Brown - Silver Extra-Curricular Award Winner



3 - Cara Gray - Silver Extra-Curricular Award Winner



4 - Cameron Keay - Silver Extra-Curricular Award Winner



5 - Kerr MacKenzie - Gold Extra-Curricular Award Winner

## Gleniffer High School receives national award from GTC Scotland



Gleniffer High School has been presented with an Excellence in Professional Learning Award for Schools and Learning Communities by the General Teaching Council for Scotland (GTC Scotland), the teaching profession's independent registration and regulation body. This award celebrates and recognises schools and learning communities that support and lead professional learning which has a significant and sustained impact on teachers, classroom practice and the learning of children and young people. Gleniffer High School joins 19 schools and teacher learning communities from across Scotland that have received the award. Dr Pauline Stephen, Chief Executive and Registrar, GTC Scotland said: "It is vital that teachers are able to learn within a culture of professional trust and positive relationships. Our award recognises how teachers' professional learning is being supported in our schools and learning communities. The commitment to learning throughout a teacher's career helps ensure trust and respect in the teaching profession and positively impacts on the experiences and outcomes for learners.

***" I am delighted that our staff, were recognised for their commitment to professional learning with a clear focus and dedication to improving outcomes for learners."***

***Lisa Chalmers Head Teacher***

How successful have we been in improving our school?



### **School leadership**

All staff have the opportunity to be involved in school leadership activity. This session a range of activity has taken place including:

- Development of teaching and learning via our collegiate group. There has been a focus on high-quality feedback to learners, digital learning and leadership of learning.
- Development of our Positive Relationships - Policy and Practice.
- Working towards our LGBTQ+ Charter. Staff professional learning and opportunities to support our community, creating a values-based and inclusive ethos.
- Working towards our Eco Schools Green Flag.
- Achieving our Bronze SCQF Award and then Silver in one year.
- A range of high-quality professional learning activities for teaching and non-teaching staff. Weekly sessions covering a range of educational topics which inform our practice to ensure we provide the best experiences for young people.



*6 - Our Eco-Committee litter picking in the community.*

### **Teacher Professionalism**

All staff were involved in professional learning this session focusing on Additional Support Needs. Topics covered included supporting learners with:

- dyslexic type difficulties
- attention deficit and hyperactivity disorders
- autistic spectrum disorders
- child welfare and protection concerns.



Department meetings have a clear focus on the quality of teaching and learning. As part of the professional review process, all staff are engaged in professional reading which reflects current and emerging practice. Staff were also involved in professional learning, which reflects our commitment to providing nurturing and respectful learning environments.

Our GTC accreditation recognises the commitment of staff to their professional learning, which impacts directly on practice in the classroom and around the school.

### **Parental Engagement**

Parents and carers have been given learner progress updates via tracking reports, full reports and online Parents' Evenings this session. Senior Phase parents and carers have met online five times throughout the school year with Senior Leaders and other staff sharing information and guidance around SQA, Senior Phase learning and UCAS applications and funding. Strong engagement with Parent Council and PTA has continued online this session. Presentations on wider accreditation and achievement, Pupil Equity Funding, School Improvement Priorities and our quality improvement framework have been delivered to this group.

P7 transition took place with parents and carers initially online and we were able to offer a guided tour of Gleniffer High School in May 2022. S1 parents and carers were offered the opportunity to visit our school building later in the school year as they had not been afforded that opportunity due to covid restrictions.

We were delighted to hold our first S6 Graduation ceremony in April 2022. All pupils attending were supported by family members and issued with a leavers' certificate, volunteering awards and other special recognition awards.

Our website was re-vamped this session, making it easier for parents and carers to access information regarding their child's education. SatchelOne continues to be well used, keeping parents and carers informed about homework and tasks for completion. Text messaging is being used by a variety of departments to let parents and carers know when there are upcoming assessments, particularly for Senior Phase learners. Presentations delivered online were added to our website to ensure parents and carers could refer back to the information.

Views of parents and carers were sought about the online parents' evening platform. These views alongside those of staff and Parent Council are helping us make informed decisions about how we move forwards with reporting on pupil progress.

Parental engagement continues to be a strong feature of the school, evidenced by quality conversations which take place, to ensure we have access to information which will lead to the best support for our young people.

### **Assessment of Children's Progress**

We continue to gather information on pupil progress throughout the school session via a range of sources e.g. classwork, homework, projects, folios, class tests, exams and performance in practical subjects. Our data identifies which young people would benefit from additional support. This may include support with wellbeing, study materials or adaptations to curriculum. Departments report on pupil progress through tracking reports, full reports and parents' meetings.

Our approaches to assessment are varied, particularly in the Broad General Education. Achievement of a level data was gathered on S3 progress in Literacy and Numeracy for the first time in two years this session. This data is reported to Scottish Government. Progress through Curriculum for

Excellence levels in all curricular areas and for all young people in S1-3 are recorded and analysed to help us identify individuals and groups of young people who would benefit from additional support in school. Interventions by class teachers or the wider support network are put in place

Senior Phase pupils are given high-quality support to ensure achievement can be evidenced in National Qualifications. This session we have widened our curricular offer and are giving young people the opportunity to demonstrate their skills in a range of contexts. The introduction of Personal Finance Award, Dynamic Youth Award and Mental Health Award are ensuring young people are developing skills for Learning, Life and Work.

Despite a challenging global context, our young people have continued to outperform the national picture in school leavers' destinations. Our monthly "On Track" meetings ensure any young people at risk of not having a positive destination are identified and given appropriate support to help them make the transition to post-school placement.

### **School Improvement**

We re-introduced our quality improvement processes which improve the quality of learning and teaching this session. All staff identify a peer partner and visit their class to observe teaching and learning processes. This method of sharing good practice allows staff to see the quality of learning in different contexts and identify strategies which could be used in their own classroom.

Two departments were part of the review process this session which included lesson observations, dialogue with staff and focus groups with pupils. High quality relationships and the range of learning activities were identified as particularly strong in both departments.

All departments develop their own improvement plans, which are linked to the whole school improvement plan and self-evaluation which is carried out by all staff. Health and wellbeing, achievement and attainment and development of skills to support employability are our strategic priorities.

Quality improvement visits take place between school and local authority. We cover a range of topics including past and predicted attainment, quality of teaching and learning, curriculum and the wellbeing of our whole school community.

### **Performance Information**

As previously mentioned the use of data to inform support for young people is a key feature of our school. Data is gathered through our tracking and reporting processes and each set of data gathered analysed to identify where young people may need extra help. Staff mentors, adaptations to curriculum and additional support for learning are some of the strategies used to support our learners. Our weekly house meetings are planned to review attainment and performance data at key points throughout the session. Depute Heads along with PT Pastoral Support and Pupil Support Teachers, review the information to ensure any young people who appear to be struggling with any or indeed all curricular areas are identified and support can be put in place.

Following each SQA examination period, senior leaders meet with departments to review pupil performance and identify whether any additional support is required in specific subject areas. Principal Teachers work closely with colleagues across all Renfrewshire schools to check levels of work and ensure we are assessing pupils at SQA standard.

## Pupil Equity Funding (PEF)





Each session we allocate our Pupil Equity Funding to improve health and wellbeing and attainment. Using attendance, exclusion and pupil performance information we develop a plan of interventions to support young people. We set our plan at the start of the school session, but build in an element of fluidity to allow us to address issues, if they arise, throughout the session.

Throughout the school year we report to Parent Council on progress with our interventions and seek views on strategies which they believe could make a difference to young people. Using the information from parents and carers, we are able to identify areas we can target.

By working with a range of external partners we have been able to positively impact on pupil experiences in a targeted way. Using PEF we have:

- developed partnerships with local employers and training providers, which have improved attendance and attainment of targeted young people.

- re-engaged targeted young people in learning, leading to an increase in the number of qualifications they will achieve.
- provided a safe and nurturing space staffed by people who are able to work with targeted young people on a range of skills for learning, life and work.
- ensured all young people have access to school trips and activities so that no child is left behind.
- provided intensive support for young people and their families who are struggling with their attendance.
- increased teacher numbers in subject areas which have seen increased uptake through a wider curricular offer.
- interviewed all S1 about their wellbeing on transition to secondary school, which has helped identify individuals who would benefit from additional support beyond their learning.

Our approach to Pupil Equity Funding has seen a significant increase in wellbeing support for targeted young people and developed an approach to learning which goes beyond the classroom. Social skills, leadership and teamwork are key features of our Inclusion programme. We are striving to ensure all young people recognise Gleniffer High School as a vital part of their community and support network. By implementing these strategies we are helping to realise our school vision to make our community a great place to live.

## Key Strengths



- Positive relationships between pupils and staff.
- Young people who are proud of their school and keen to learn.
- Staff who are committed to the development of their skills, leading to improvements for young people.
- High expectations of our learners in their learning, achievement and personal development.
- High-quality teaching and learning, including significant progress with digital technologies.
- A supportive school community who contribute to the outcomes for young people.

## Our next steps - 2022/23



- **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.**