



Gleniffer High School

School Improvement Plan

2023/24

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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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 Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
--	---	--	--	---

Our Vision, Values and Aims

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.





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 both support and care for pupils and staff. Our school is a safe place which helps everyone to 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.

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents/carers and staff 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
- Surveys – pupils, parents/carers and staff,
- Parent Council
- Feedback from parental meetings and student council
- Professional dialogue via staff meetings, in-service days and minutes of departmental meetings.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we 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:

- Focus groups,
- Surveys – pupils, parents/carers and staff,
- Parent Council
- Feedback from parental meetings and student council
- Professional dialogue via staff meetings, in-service days and minutes of departmental meetings.
- Thematic Reviews
- Observed lessons
- Data analysis

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 school community by challenging behaviours which are detrimental to a safe, healthy and inclusive environment.

<p>HGIOS/HGIOELC QIs 1.3, 2.4, 3.1,</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • 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
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>We recognise that most young people in Gleniffer High come to school ready to learn, are respectful of others and their community and create safe conditions for themselves and others. However, we also recognise that some young people need more support to engage fully in the life and work of our school and buy into our school vision.</p>	<p>Staff will build positive relationships with young people underpinned by the consistent expectations ready, respectful and safe. This will contribute to a positive ethos aligned to our school's vision and values, and one that sets a positive climate for learning.</p> <p>Through professional learning, staff will have increased knowledge and abilities in de-escalation strategies, contributing to a positive ethos where all young people feel included.</p> <p>Middle and senior leaders will make use of the Circle Framework when planning support for young people with ASN. This will contribute to the removal of barriers to learning.</p> <p>Staff will have an increased understanding of the staged intervention framework and their responsibilities within it. The framework will support high quality targeted interventions and allow staff to monitor the effectiveness of these in improving outcomes for young people.</p> <p>Staff and young people will have an increased understanding of protected characteristics, the legislation around equality and discrimination and</p>	<p>Pupil surveys will have a high completion rate and will tell us that all pupils: Feel safe in school, including in classes, corridors, toilets and social spaces Are able to discuss their wellbeing with a trusted professional within the school and know that strategies to support will be investigated and implemented as appropriate. Understand legislation which underpins equalities and discrimination and know the processes in which they can report infringements, trusting that the school community will offer support and challenge behaviours. Are confident to report bullying, whether in-person or online and trust that this will be addressed by school staff. Have caring and productive relationships with staff across the school and that expectations are clear and boundaries are respected.</p> <p>Data relating to the Positive Relationships Policy will evidence: Practice across the school in managing behaviour, school expectations and use of positive relationships policy is highly consistent, leading to a sense of stability which increases attachment.</p>	<ol style="list-style-type: none"> 1. Turn our positive relationships policy into highly consistent practice, ensuring all stakeholders understand our agreed expectations. 2. Train all staff in NVR (non-violent resistance approaches) to improve understanding and skills in de-escalation. 3. Training for Middle and Senior Leaders in the Circle Framework to support inclusive classroom practices. 4. In line with Renfrewshire Council policy, implement Staged Intervention Framework. 5. Launch Equalities policy. Review current practice and identify staff training needs in all aspects of equalities legislation and practice. Tackle discrimination with all stakeholders, planning learning opportunities accessible to all. 6. Use findings from our ASN Thematic Review to ensure all young people are included in

	<p>the consequences of discrimination. As a result, all stakeholders will have a sense of belonging in Gleniffer. Curriculum plans will identify content and personal development opportunities which support our school vision and values, with specific reference to tackling discrimination.</p> <p>Our ASN review will highlight practice that is contributing positively to removing barriers for young people with ASN and all staff will have the opportunity to learn from this. It will also allow us to identify our next steps for improvement, guided by the voice of young people with ASN.</p>	<p>A consistency of expectation in the use of Ready, Respectful and Safe.</p> <p>Review of pupil plans will tell us that Positive Relationships Policy is aligned with Staged Intervention Framework and ensures our policy promotes equity for all learners.</p> <p>School census data aligns with pupil ASN information.</p> <p>Reduction in number of readers and scribes required for classroom learning and assessment arrangements. Pupil support staff observe increased number of young people using technology and digital accessibility tools for their learning.</p>	<p>learning with opportunities to achieve.</p>
--	--	---	--

Improvement Priority 2 – Improve attainment and achievement of all learners by promoting an ethos of achievement with all stakeholders.

<p>HGIOS/HGIOELC Qis 2.2, 2.3, 3.2, 3.3</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • 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
1. School Leadership	4. Assessment of Children’s Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>We want to encourage learners to aspire for their best possible levels of achievement. We will ensure all stakeholders share this vision through high expectations, clear roles for staff, quality teaching and learning, careful interrogation of data and involvement of parents and carers.</p> <p>Learners will be encouraged to take responsibility for their learning and develop independent learning skills.</p>	<p>Young people are more resilient to the challenges of the curriculum and will maintain their presentation rates.</p> <p>Increased communication between school and home regarding non/poor attendance. Early identification of barriers to attending. Improved safeguarding procedures.</p> <p>All staff are aware of their responsibility in raising attainment. Consistently high-quality learning, teaching and assessment approaches promote a culture of achievement and attainment. Timely interventions support learners at risk of not achieving expected outcomes.</p> <p>Young people will experience an appropriately challenging curriculum. Opportunities to evidence achievement in all SQA qualifications will be gathered at the most appropriate time within learning journeys. Pupils will have an increased sense of self-confidence and esteem based on better opportunities to achieve.</p>	<p>Presentation rate of Senior Phase pupils will be measured at the start of session and monitored by attainment team throughout.</p> <p>Reduction in unauthorised absences due to more accurate recording. Average attendance will improve from 84% to 88% in year 1.</p> <p>Data analysis will tell us how young people are performing in line with expected outcomes, across cohorts and in comparison with trends.</p> <p>Pupil surveys will tell us about their experience of the curriculum offer and levels of confidence within subjects. Wellbeing measures will tell us pupils have increased self-esteem due to accessible and appropriately challenging learning experiences which are contributing to their achievement portfolio.</p>	<ol style="list-style-type: none"> 1. Create ethos of attainment and achievement, supporting resilience of young people and sharing quality information with parents/carers about attainment and progress. 2. Attendance project leaders will regularly communicate with parents/carers regarding non-attendance at school. 3. All teaching staff will use the “Gleniffer Approach to Attainment” ensuring all learners are pushed and supported to achieve at the highest level. 4. Use of Gleniffer Teaching and Learning Digital resource to be evident in classroom practice. 5. Continue to build CAT data to identify attainment trends through BGE, linking to Senior Phase in session 2024-25. 6. Careful monitoring of pupil progress in new curriculum offer, ensuring anticipated outcomes for increased attainment are being realised.

Improvement Priority 3 – Develop skills for learning, life and work to ensure a positive and sustained destination for all learners.

<p>HGIOS/HGIOELC Qis 2.2, 2.7, 3.2, 3.3</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • 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
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>This is the first year of our new curricular model with several changes to staffing/roles and responsibilities within SDS and changes to our work experience model. There is a clear need for a consistent approach to recording and communicating the progress of our pupils as they transition through the school and into a positive destination and to be aware of the targeted interventions which they can access and the impact of this. Success looks different for all, and we need to be able to also identify success beyond academic attainment and be able to measure Skills and the progress of these skills for life learning and work. The</p>	<p>Pupils can access a curriculum which is suited to their interests and aspirations where they are able to achieve at their highest possible level.</p> <p>Pupils engage in relevant work experience/placements suited to their career goals. This will provide pupils with insight to demands of roles and increase engagement in learning to achieve their goals.</p> <p>Departments form partnerships with local industry and develop integrated projects suited to their learners. This will improve opportunities and integrate industry standard skills-based learning.</p> <p>Pupils develop key transferrable skills for life, learning and work. Pupils can communicate their progress of these skills as they progress throughout the school.</p> <p>Christmas leavers achieve 5 qualifications, adding to their CV and improving employability skills (NPA in Barista, tenancy, customer services, cookery, first aid, literacy, and numeracy).</p> <p>Attendance will improve for targeted learners/pupils who are part of 5+. This will increase attainment, achievement and opportunities for pupils moving into positive destinations.</p>	<p>Positive feedback from stakeholders in response to changes of curriculum model.</p> <p>Positive Destination tracker to measure pupil journey; intervention, On-Track and SDS input, career aspirations, work placement and progress.</p> <p>Reduction in referrals for academic and behaviour concerns in departments.</p> <p>Tracking and monitoring of pupil attainment.</p> <p>Reduction in alternative timetables with bespoke offering to meet pupil needs.</p> <p>Tracking and progress of target groups identified for 5+ due to non-attendance/low attendance/attainment.</p>	<ol style="list-style-type: none"> 1. New Curriculum model implemented. 2. Attendance project leaders to target young people with attendance rates between 80-85% and improve reporting of non-attendance. 3. PT Employability to develop progressive critical skills across year groups and raise profile in curricular areas. 4. PT Pastoral/Inclusion/SfL to apply consistent use of referral approaches to identify target group of pupils who are disengaged with education and implement appropriate alternative model (e.g. flexible work placements, one-to-one mentoring with DYW coordinator) and accreditation where possible. Standing item at House meetings. 5. PT Employability to organise targeted careers events in response to careers surveys as per TOM/Employability Calendar. 6. Review Pilot Scheme Work placements and tracking systems (<i>D.Ramsay</i>) 7. Positive Destination tracker implemented (including on-track data shared). (<i>L Davis</i>) 8. Christmas Leavers package implemented (<i>PT Attainment</i>)

<p>implementation of our CRITICaL skills and being able to identify progressive success in each year group will ensure that we are enabling young people to succeed at their highest possible level and progress into an appropriate sustained positive destination.</p> <p>We recognise that there is opportunity to improve outcomes for our Christmas leavers and that our young people cannot achieve and progress into a positive destination if we do not prioritise attendance. We continue to reflect and review the ways in which we work with all stakeholders to identify and respond effectively to pupil need. In partnership we have tighter control over improving outcomes for all.</p>	<p>Increased awareness and communication of pupil journeys will be evident through the positive destination tracker at whole school level.</p> <p>Consistent approaches to referring pupils for targeted intervention to support with attainment and securing positive destination with clear achievable targets and outcomes across House system.</p> <p>Increase in SQA attainment.</p> <p>Increase in % for Positive Destination.</p>	<p>Comparison of baseline measure to increased awareness of profile of CRITICaL Skills amongst pupils and departments.</p> <p>Year group CRITICaL skills progress tracker to demonstrate pace and challenge.</p> <p>DYW referrals, targets and output to demonstrate impact.</p> <p>Career Surveys which inform whole school careers events. Evaluation feedback from pupils and industry links.</p> <p>Tracking and Monitoring of Christmas leaver package (PT attainment) to demonstrate attainment.</p> <p>SQA Results</p> <p>Positive Destination %</p>	
---	--	---	--

Cluster Priority – Develop consistent approaches to managing and using information

<p>HGIOS/HGIOELC QIs</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • 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>4. 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	4. Parental Engagement	6. Performance Information
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
4. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Increased partnership working will be of benefit to children and young people throughout their learning journey. Using a consistent approach across the Gleniffer Cluster will allow staff to build a strong picture of children and young people's achievements and ensure all stakeholders are engaged in planning for a successful learning experience.</p>	<p>Data will be used to moderate teacher professional judgements, ensuring consistency in application and encouraging professional dialogue on levels of achievement. Planning of teaching and learning will reflect achievement pathways, ensuring all learners are being appropriately challenged to achieve their best outcomes. Targeted interventions will be put in place for children and young people identified as being "off-track" to address attainment gaps and improve outcomes. Data will be shared via P7 transition, allowing secondary colleagues to use a wide range of data to inform planning of teaching and learning.</p> <p>High-quality plans will be developed over the session, ensuring clearly identifiable support strategies are recorded with evidence of impact. Children, young people, families and staff will have a clear understanding of the additional support needs and strategies in place to meet needs.</p>	<p>Analysis of tracking data from one monitoring period to the next, demonstrates a decrease in the number of pupils off-track.</p> <p>Number of plans in new format will increase throughout the session. Staff will report increasing confidence in refreshed Staged Intervention Framework and planning processes.</p> <p>Views of families will be evidenced through the single and multi-agency planning documents.</p>	<ol style="list-style-type: none"> 1. All cluster schools to use the GL Assessment package to moderate teacher professional judgements in BGE. 2. DHTs/Pupil Support Coordinators will meet once per term to share practice and moderate child's plans using new Staged Intervention Framework.