

STANDARDS & QUALITY



GLENIFFER HIGH SCHOOL



WELCOME

Welcome to our annual Standards and Quality Report which showcases our achievements, improvements in the last school session and sets out our priorities for the coming year.

SCHOOL CONTEXT

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 1123. 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.



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.



YPI WINNERS MARCH 2024
DIONNE & OLIVIA



OUR SUCCESSSES & ACHIEVEMENTS



In Session 2023-24 Gleniffer High School successfully:

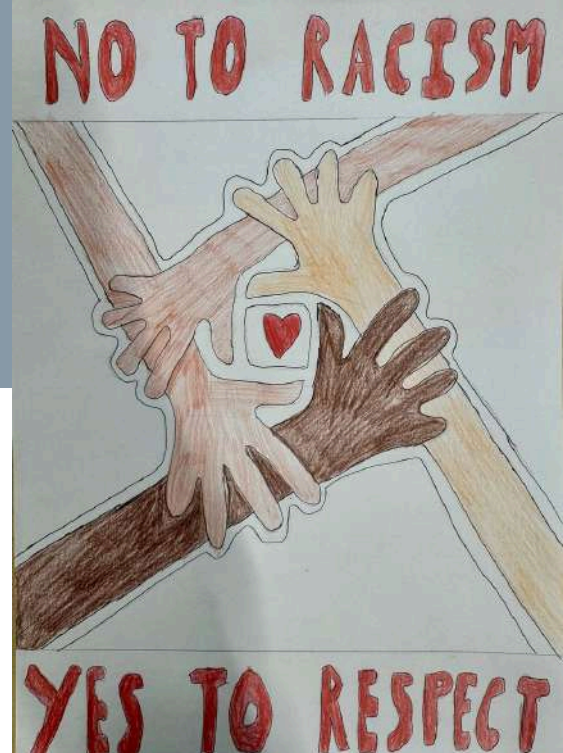
- Implemented a refreshed curriculum model
- Supported our young people into our highest rates of positive destinations
- Launched our Equalities Policy and our refreshed Attendance and Anti-Bullying Policy
- Took part in Scottish Enterprise Schools and were award winners!
- Launched our Forestry/Outdoor learning programme
- Raised £2570 for charities, and additionally £3000 for Teen Challenge Strathclyde
- Held our second Gold Day with over 60% of our learners eligible for this top achievement.

Former pupil Morven Gibson achieved the Highest result in Higher History across Scotland, which was certificated in August 2023.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?



PRIORITY 1



In Session 2023-24, we embedded our Positive Relationships Policy, We improved the engagement of parents/carers and pupils by using Satchel One to celebrate the positives of our learners, while giving information about where improvements could be made. 63% of our pupils were eligible for “Gold Day” in June, having demonstrated excellence in their attitude to our school and learning all year. This was supported by our PTA and Parent Council.

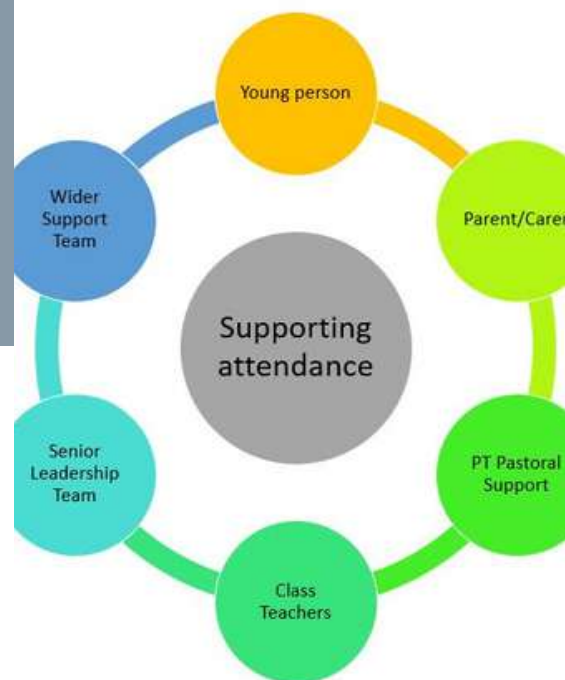
In line with Renfrewshire’s Staged Intervention Approach, we made significant improvements to our planning processes for young people in need of additional support. By engaging fully with the framework, we were able to utilise flexible approaches to curriculum and support ensuring the views of young people, their families and external agencies were included as part of the overall educational provision.

Training with all staff was completed in Non-Violent Resistance to upskill our knowledge and skills in de-escalation. Staff also completed training with Who Cares Scotland on supporting our young people with experience of the care system.

Our Student Council successfully launched the Gleniffer High Equalities Policy. Having developed this in the previous session, members were ready to deliver assemblies and lesson inputs to our school community. They participated in a Black History Tour of Glasgow and currently have a short film in development about the experience of discrimination.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?



PRIORITY 2

In Session 2023-24, we launched our revised Curriculum model. Young people in S3-S6 were able to choose from and attain in an increased range of qualifications and learning experiences. Careful attention was paid to the feedback from young people around the types of courses in which they were interested. This saw an increase in vocational style qualifications and other exciting courses which are all aligned to the Scottish Credit and Qualifications Framework. We continue to build on this work.

Cognitive Ability Testing of S1 pupils continued for a second year. This model of assessment has now informed how we track the attainment of young people throughout their school career and supports teacher judgements in the Broad General Education (S1-3).

We reviewed our attendance policy and procedures to improve accuracy of registration and ensure we were prioritising the safety of our young people. Period by period messaging was implemented to ensure parents and carers were aware if their child was missing from a class or school. This has led to a decrease in unauthorised absences and improved communication between school and home. Monthly attendance updates are shared with pupils via assemblies. Parents and carers of pupils in the Senior Phase were invited to school to learn about the best ways to support their children in their SQA qualifications, we also shared the impact of low attendance on wellbeing and attainment outcomes.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?



PRIORITY 3



In session 2023-24, our robust approach to supporting young people into a positive destination ensured Gleniffer High School pupils were more likely to have a successful post-school transition than the average rates across Renfrewshire and Scotland. Strong working relationships between our Employability team and Skills Development Scotland ensured young people had the opportunity to take part in a number of careers education events, both in-school and out with.

Our extra-curricular programme went from strength to strength with a comprehensive and varied programme of activities, accessible to all young people across the school. In session 2023-24, we linked the extra-curricular programme to our CRITicAL skills approach, recognising not just the activity young people achieve in, but also their skills development through these activities. Certificates of recognition were issued to young people in year end assemblies and linked the activity to the CRITicAL skills. This pilot will now inform our recognising achievements programme.



PUPIL EQUITY FUNDING (PEF)

Pupil Equity Funding is allocated by the Scottish Government on an annual basis to support school strategies in targeting the Poverty Related Attainment Gap.

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.

PROVIDED INTENSIVE SUPPORT FOR YOUNG PEOPLE AND THEIR FAMILIES WHO ARE STRUGGLING WITH SCHOOL ATTENDANCE.

IMPROVED OUR ALTERNATIVE ACCREDITATION MODEL WITH THE INTRODUCTION OF FOREST SCHOOLS.



KEY STRENGTHS



EVENTS CLASS RUNNING SANTA'S GROTTO

- Positive relationships are evident in almost all classes and across the wider school between staff & pupils and amongst peers.
- A strong commitment from staff to realise our school vision.
- A positive ethos across all stakeholders, which contributes to an aspirational culture for our school and wider community.
- Young people who recognise our values and expectations.
- A positive approach to recognising the achievements AND attainment of learners.
- A strong Parent Council and PTA who are committed to working with staff for the benefit of young people.
- Consistent approaches to teaching and learning, providing a safe structure and routine to lessons.
- A creative curriculum offer to meet the varying needs of our learners.
- A strong support faculty who consider the views of young people in planning interventions to support their learning and development.
- Enthusiastic staff who provide a wide range of extra-curricular clubs and trips to support the development of our learners.
- Ambition for our young people in all they can achieve, attain and progress to.

NEXT STEPS 2024-25

PRIORITY 1 - IMPROVE SCHOOL AVERAGE ATTENDANCE RATES

More young people attending school on a regular basis, leading to:

- Better safeguarding
- Increased access to learning
- Reduction in anti-social behaviour in the community
- Increased opportunities for achievement.

PRIORITY 2 - ENSURE CONSISTENT HIGH-QUALITY TEACHING AND LEARNING FOR ALL YOUNG PEOPLE

Teaching and learning experiences will be effective and lead to strong engagement in all classes, leading to:

- Young people who understand what they need to do to be successful
- Young people who have a voice in their learning

PRIORITY 3 - IMPROVE ATTAINMENT FOR ALL

Ensure all young people have ambition for their learning and achievements, leading to:

- Clear attainment pathways for each learner.
- Ambitious targets for attainment
- Well-supported young people who are actively engaged in their learning

PRIORITY 4 - IMPROVE POSITIVE DESTINATIONS FOR ALL YOUNG PEOPLE

Every young person leaving Gleniffer High School will have a successful transition to college, university, employment, training or voluntary work.



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